

**SEVENTH TRAINING PROGRAMME ON METHODOLOGY OF
OF WOMEN'S EDUCATION AND DEVELOPMENT**

R E P O R T

DEPARTMENT OF WOMEN'S STUDIES

**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AUROBINDO MARG, NEW DELHI - 110 016**

P R O G R A M M E T E A M

Faculty

Prof. Usha Nayar	Professor and Head
Dr. Usha Dutta	Reader
Dr. Kiran Devendra	Reader
Dr. Gauri Srivastava	Senior Lecturer
Dr. Raj Rani	Senior Lecturer
Dr. Sushma Jaireth	Senior Lecturer
Ms. Anita Nuna	Project Associate
Sh. Mohammad Yunus	Project Associate
Ms. Satpreet Chatrath	Project Associate
Ms. Tripta Kabli	Junior Project Fellow

Administration

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**SEVENTH TRAINING PROGRAMME ON METHODOLOGY OF
WOMEN'S EDUCATION AND DEVELOPMENT**

(19th August to 27th September, 1996)

The Seventh Training Programme on Methodology on Women's Education and Development was held from 19th August to 27th September, 1996. In all thirty three participants (18 female and 15 male) representing eighteen states from Mizoram, Nagaland, Manipur, Assam in the north east to Kerala, Andhra Pradesh, Tamil Nadu, Pondicherry and Goa, the southern peninsula and Madhya Pradesh, Uttar Pradesh, Rajasthan, Bihar, Gujarat, Haryana and Maharashtra from western plains and not to forget the states from Himalayan region - Himachal Pradesh and Jammu and Kashmir.

The Major Objectives of the Programme were:

- i. To prepare key level personnel in the methodology of women's education and development;
- (ii) To develop understanding of women's issues through perspectives of women's studies, social sciences and sciences.
- (iii) To promote awareness about education and status of women in a comparative perspective.
- (iv) To help understand the psycho-sociological dimensions of girls and women's education and development.
- (v) To develop skills to collect, collate and analyse data and formulate research and action in this area.
- (vi) To prepare the participants to act as trainers.

Course Organisation

The course consisted of three major components -

- i. Core training modules
- ii. Field Visits
- iii. Individual/group assignments/participants' seminar

The training programme carried credits for the course work, field visits and assignments.

Course Structure

Total number of working days	:	30
Approximate number of contact hrs.	:	270
Total number of credits	:	12

Training Modules

Sl. No.	Title
	: India and the World
1	: Women's Education and Development: A Comparative Perspective
2	: Education and Socialization with Girl Child
3	: Elimination of Sex Bias from Curriculum and Educational Programmes
	: Qualitative and Quantitative Methods in Women's Studies
	: Mobilisation of Women and Community
	: Gender Sensitive Project Planning
	: Methodology of Training
	: Legal Literacy Workshop
	: Participants Seminar
	: Individual Assignment
	: Field Visits

Training Manual and Resource Materials

The training programme was based on the training manual prepared by the Department of Women's Studies, NCERT based on the rich experience of the previous programmes (manual enclosed) and resource materials specially developed for teachers and educators namely "From Girl Child to Person" and "Legal Literacy for Educational Personnel with focus on girls and women (list of material is appended).

Resource Persons

In addition to NIE and CIET faculty of NCERT the resource persons were drawn from several institutions to include NIEPA, JNU, IRIA, KARMIKA, Centre for Third World Women's Studies, UNESCO, UNICEF, Sports Authority of Andhra Pradesh, Crime Against Women's Cell, Delhi Police (list appended).

Methodology

The course is intended for training of trainers. The emphasis is on all round development of trainers. Besides, giving strong academic inputs on girls' education and women's empowerment using women's studies perspective the training methodology was highly participatory and gave ample scope to the participants to understand, analyse and internalise basic issues and related information. Major emphasis was placed on developing in them sound communication skills and good inter-personal skills. Many of the themes

ransacted through group discussions and individual presentations. Each day the programme began with inspirational songs sung by all participants among whom there were many more than half from non-Hindi speaking areas. Two of the songs were recorded by the studio of the CIET, NCERT including girl child education campaign song entitled "Bitia Bole".

valuation

In the programme there was a provision of inbuilt periodic and continuous evaluation. During the entire programme each participant was evaluated by the faculty on the overall work done and the participants in turn evaluated the course on all aspects of the training programme. This way evaluation gave the necessary feedback to the trainees as well as the trainers.

rogramme Highlights

uguration

Invocation by the DWS faculty members of the two songs 'Jai Karain' and 'Tu Hi Ram Hai'. This was followed by an introduction to the programme by the Professor and Dr. Usha Nayar. She stated that 1986 NPE charter was the starting point for the training programme in the framework of education for women's equality. Equality between sexes has to be brought to the centre as gender cuts across, class and caste. The focus has to be on (a) more schools for girls, better access and (b) making education available for women's equality and empowerment. Development

cannot move without women and the need now is for preparing capable resource persons who are committed to equality between sexes. The objective of the programme is to develop key level resource persons for specific methods/strategies for women's education and development. Girls education should not be treated in isolation but has to be planned and implemented in the context of women's status. Women are equal citizens, equal partners in the process of education and development. She presented an overview of the training programme and indicated the necessity of understanding the position of women and their status both the textual and contextual. Women's rights are human rights and hence need to be recognized as such.

Prof. A.N. Maheshwari, Joint Director, NCERT while delivering the inaugural address stated that as understanding of the situation and their contribution is of great relevance today and there are many distortions in the outlook towards girls and women. Women have always been taken for granted because of the mental make up of the males. It could be selfishness or exploitation. The CBSE examinations have shown that girls do perform well and even better in science and mathematics. Their ability cannot be challenged. All previous concepts that girls cannot do well have been demolished. The girls have now to be given a chance to perform. Quoting Mrs. Indira Gandhi "If 50% population is not actively engaged in the development process, the country cannot move forward".

realize that this national loss has been because of opportunities denied to girls and women earlier. This group of participants from SCERTs/DIETs he stated have to make a conscious beginning for removal of gender bias from textbooks curriculum and teacher education. The biases have been perpetuated due to conditioning and due to unconscious prejudices. The role of the teachers and attitudes have to change in the classrooms. Even for pre-service and in-service programmes, the issues have to be dealt in a careful manner. One has to see how similar studies and problems are tackled in other countries like Cuba, China, South East Asia, South Asia and elsewhere through comparative studies. There is a challenge for all of us and the message should be clear to have a sense of commitment, zeal and go forward with a mission for change. It is always good to attend the programmes that educate us. Individuals do make difference and there is tremendous power in people to communicate their concerns in a genuine way provided they believe in what they are saying and doing. The media has also to be taken note of both as a friend and a foe. Though it is not possible to transform people overnight, the first twelve years of a child's school education would have to be developed to build his/her self-esteem and confidence to create a new generation of young persons. The Girl Child of today, let her be the proud woman of tomorrow who is not only able to give generously but also gets her due of resources, of power, of prestige.

03: Induction

Resource Persons

Prof. Usha Nayar
Prof. Sarojini Bisaria
Dr. Sushma Jaireth

The participants were put through a very innovative induction programme starting from the DYAD technique in which the participants were split into dyads and after ten minutes of dialogue introduced one another. This broke the ice and was followed by nine self analysis exercises for detecting gender bias. The analysis was discussed and the analysis brought out many interesting results. It was realized that how much of patriarchal values against women lie within both men and women and thus indicates the need to deconstruct and re-construct gender roles according to the time and place. After experience sharing on gender inequalities the participants were given a gender relations analytical framework in which social institutions like the household, community the work place and the State formed the backdrop for discussion of gender relations.

06: India and the World

An introductory module on India and the world gives an overview an overview about India's history, society, economy, cultural and contemporary development. It also introduced the participants to the genesis of and the extent of the existing global disparities. The following themes were transacted by the resource persons.

Themes**Resource Persons****The Land and the People****Prof. Aizaz-ud-din****India Through the Ages****Prof. Arjun Dev****Indian Society****Dr. Gauri Srivastava****Indian Economy****Prof. Sri Prakash****Education in pre-independent period
and post independent period****Dr. Gauri Srivastava
Dr. N.V. Verghese****The Global Disparities****Prof. Usha Nayar****101: Women's Education and Development: A Comparative
Perspective**

The module on Women's Education and Development is aimed at developing an understanding of the interrelationships between education, status of women and national development in a comparative perspective. The following themes were transacted by the resource persons:

Themes**Resource Persons****Part I****Educational Development in the
Third World****Prof. Usha Nayar****Women's Education and Development:
A Theoretical Framework****Prof. Usha Nayar****Women's Education and Status
Some Case Studies: Developing and
Developed Countries****Prof. Usha Nayar****Part II****Status of Women in India:
Historical Overview****Dr. Kiran Devendra****Policy, Planning and Programmes****Dr. Gauri Srivastava****Women and Economy****Prof. Sri Prakash**

Women and Environment	Dr. Raj Rani
Women and Health	Dr. Sushma Jaireth
Women and Polity	Prof. Usha Nayar
Women and Media	Sh. A. Arimappamagan
Women and Sports	Dr. Sridhar Reddy

102: Education and Socialization of the Girl Child

The module on Education and Socialization of the Girl Child is aimed at sensitizing the trainees towards the crucial role of socialization and child rearing practices, as also the need to develop a positive self concept, decision making qualities and other personality dimensions in the girl child. The following themes were transacted by the resource persons:

<u>Themes</u>	<u>Resource Persons</u>
The Girl Child In India: An Overview	Prof. Usha Nayar Prof. S. Bisaria Ms. Desiree Jongsma
Socialization and Child Rearing Practices	Prof. S. Bisaria & all Participants
Early Childhood Care and Education (ECCE)	Dr. Usha Dutta
Universalisation of Elementary Education : Formal	Dr. Raj Rani
Non-Formal Education: Focus on Girls	Prof. C.J. Daswani
Access to Diversified Secondary Education and Higher Education	Prof. Usha Nayar
Vocational and Technical Education for Senior Secondary School Girls	Dr. M. Sen Gupta
Development of Positive Self Concept Among Girls	Dr. Gursharan Juneja

Comprehensive Continuous Evaluation	Dr. Sarla Rajput
Cooperative Learning with focus on girls	Ms. Anupam Ahuja
Education of Girls from Disadvantaged Groups	Prof. Neerja Shukla

103: Elimination of Gender Bias and Stereotyping from the Textbooks, Curriculum and Educational Programme

Elimination of Gender Bias and Stereotyping from the Textbooks, Curriculum and Educational Programme has the basic objective to generate awareness about the existence of gender bias, its operationalization, the necessary intervention strategies for promoting equality between sexes in the textbooks, resource material, curriculum, curriculum transaction and all educational programmes. The following themes were transacted by the resource persons:

<u>Themes</u>	<u>Resource Persons</u>
Curriculum and the Gender Question	Dr. Saroj Pandey
Elimination of Gender Bias from Textbooks	Dr. Gauri Srivastava Dr. Kiran Devendra Dr. Raj Rani Dr. Sushma Jaireth
Practical Exercise	Participants
Gender Equality Through Curriculum Transaction	Prof. Usha Nayar & DWS Faculty
Inputs into Teacher Education	Dr. S. Paranjpe
School as an Institution for Promoting Gender Equality	Participants
Leadership and Decision Making	Dr. K.G. Virmani
Communication Skills	Dr. Pranoti Panda

104: Quantitative and Qualitative Methods in Women's Studies

The module on Quantitative and Qualitative Methods in Women's Studies has been formulated with a view to enable the participants to learn some basic techniques of planning, diagnosing, projecting and forecasting as well as the application of statistical and research methods in general and for women's education and development in particular. The following themes were transacted by the resource persons:

<u>Themes</u>	<u>Resource Persons</u>
Role of Women's Studies	Prof. Usha Nayar
Quantitative and Qualitative Methods	Prof. Usha Nayar
Participatory Research	Field visit to PRIA (Participatory Research in Asia) Dr. Chandan Dutta Dr. Gauri Srivastava
Nature and Sources of Data	Dr. K.C. Nautiyal
Preparation of District Profile	Dr. Raj Rani
Formulation of Research Proposal	Dr. C.G.V. Murthy
Researches on Women's Education in 19th and 20th Century	Prof. Usha Nayar
(Field work (in Tigri Urban Slum)	Dr. Raj Rani Ms. Satpreet Singh Sh. Mohammad Yunus

105: Mobilization of Women and the Community

The module on Mobilization of Women and the Community focuses at understanding the crucial role of participation of women in community affairs and the mobilization of local

community for women's development. The following themes were transacted by the resource persons:

<u>Themes</u>	<u>Resource Persons</u>
History of Women's Movement in India	Dr. Kiran Devendra
Women's Movement in the World: From Mexico to Beijing: 1975-95	Dr. Kiran Devendra
Empowerment of Women at the Grass Root Level: Mahila Samakhya, Mahila Mandal, Mahila Samooch	Prof. Usha Nayar
Preparing Women for Action: Educational, Economic, Social and Political	Dr. Promila Menon
Agencies Working for Women's Development	Prof. Usha Nayar

106: Gender Sensitive Project Planning and Formulation

Gender Sensitive Project Planning and Formulation is expected to familiarize the participants with the planning, formulation and implementation of projects and programmes in the area of women's education and development. The following themes were transacted by the resource persons:

<u>Themes</u>	<u>Resource Persons</u>
Project Formulation, and Implementation	Dr. S. Paranjpe
Project Monitoring and Evaluation and Practical Exercise	Dr. S. Paranjpe
Project Illustrations (DPEP Gender Studies)	Dr. Raj Rani

107: Methodology of Training

The module on Methodology of Training has been introduced with a view to sensitizing individuals to the concept of training, its methods and techniques in order that they function effectively as trainers in their own states and organizations. It is hoped that this would be an input for building and strengthening the State/District level capacities in furthering women's education and development. Provision is also made in the training programme to make it specific to the state level contexts as far as possible. The following themes were transacted by the resource persons:

<u>Themes</u>	<u>Resource Persons</u>
Professional Preparation for Women's Education and Development Training Needs Assessment	Prof. Usha Nayar
Training of Trainers	Prof. Usha Nayar
Training Process Strategies	Prof. Usha Nayar
Participatory Training Process	Dr. Chandan Dutta PRIA Faculty
Evaluation of Training Programme	Prof. Usha Nayar
How to Put a Training Programme on the Ground	Dr. Sushma Jaireth
Preparation of a Training Module for a three days training programme for their respective states by the Participants	Dr. Kiran Devendra Dr. Gauri Srivastava Dr. Raj Rani Ms. Anita Nuna Ms. Satpreet Singh Mr. Md. Yunus Ms. Tripta Kabli

108: Legal Literacy

Legal Literacy Workshop with Focus on Girls and Women has been introduced to fill in a very strong need for creating legal awareness about the rights of girls and women as enshrined in our Constitution and the large number of social passed from time to time to ameliorate the condition of women. It is expected that the education personnel if equipped with legal literacy can introduce necessary learning points and activities in the school curriculum and also act as leaders of change in the community. The following themes were transacted by the resource persons:

Themes

We and the Law

Women and the Constitution

Personal Laws and Women

Laws on Personal Safety and Dignity of Women

Labour Laws and Women

International Conventions and the Indian Law

Field Visit to Crime Against Women's Cell, Delhi Police, Nanak Pura, New Delhi.

Resource Persons

Prof. Usha Nayar

Prof. S. Bisaria

Dr. Kiran Devendra

Mr. S.S. Garewal

Ms. Sushma Arora

Dr. Gauri Srivastava

Ms. Anita Nuna

109: Participants' Seminar

Participants' Seminar: During the programme each trainee to prepares a thorough situational analysis of women's education and status in their respective states during as part of their own time (OTW). Following Status papers were presented:

Field Visits are being organised with a view to exposing the participants to the plans and programmes of different departments, institutions and voluntary organisations of Delhi who are working for women's education and development.

The participants were oriented by the resource persons on the major themes of the Legal Literacy Manual. They were divided into six groups and prepared their observations during on time work for presentation in plenary sessions.

Visits to the Crimes Against Women's Cell, Nanakpur, New Delhi and Karmika, an N.G.O. working for women's equality and empowerment through economic projects and legal aid, were the high spots of the legal literacy workshop.

110: Individual Assignments - The assignments were given from all the modules transacted in the training programme especially from those related to From Girl Child to Person, socialisation and child rearing practices in their respective states, Legal Literacy for Educational Personnel with focus on Girls and Women. Evaluation of textbooks from gender bias point of view, preparation of district profile and preparation of a training module for their respective state.

111: Field Visits

Field visits to local institutions and organisations were an integral part of the training programme, with a view to familiarize and expose the participants to organisations working in the area of women's education and development. This also gave the trainees a practical exposure to a variety of different types of activities being implemented for the overall development of women.

Four visits were organised within Delhi. To enrich the participants about history and culture of India, they were also taken to historical places in the capital. A brief summary of the visits conducted are given below:

Karmika

It is a voluntary and non-political organisation headed by Ms. Subhadra Butalia. This is a Delhi based women's organisation started in 1979. The organisation works in the area of women's problems and focus particularly on problems of women face in their day to day lives and in their work, both within and outside the house.

Its Objectives:

- * To organise women and institutions in them a sense of personal dignity.
- * To fight for women's right and get re-dressal of their grievances, if necessary through litigation.
- * To strive for gender justice, lobby with governments for changes in discriminatory laws; and to work towards the empowerment of women for participation in development programmes as equal partners in society.

The organization provides various kind of services to women e.g. legal aid and advice through a panel of lawyers, organise area camps to educate women on their health problems and on their rights under law, job training to women who have no source of income. Training is mainly given in tailoring, embroidery and other wage earning activities and run networking and documentation projects.

In a discussion with the participants Ms. Butalia pointed out that their efforts have succeeded in solving many marital problem and have prevented families from breaking. She was of the view that women's empowerment was a key to raising the status of women in the family and society. The participants were shown various commodities made by their inmates.

Crime Against Women Cell

The cell is at present headed by Mr. Garewal (I.P.S.). The main purpose of the cell is to look into all kinds of crimes committed against women. It provides counselling to couples in distress.

Other Functions of the Cell

- Keeping liason with voluntary organisations working for women.
- Conducting legal awareness programmes.
- Imparting training to girl students in self defence.
- Educating officers working in the cell about amendments in laws etc.

The cell has been functioning under the supervision of a lady officer of the rank of DCP. The cell has both male as well as female officers and other staff. In addition to the Crime (women) Cell in the police headquarter, there are nine women cells functioning in the nine police districts. These district cells are also manned by lady officers.

The cells is receiving all kind of complaints regarding women e.g. recovery of istridhan, dowry problems/ dowry deaths, harassment, eve teasing, domestic violence etc.

Mr. Garewal pointed out that the rate of crimes in all metropolitan cities are rising. The most common crimes reported are - dowry deaths, rape and domestic violence. In Delhi he clearly stated that the crime against women is rising particularly among the neo-rich and those families living at a subsistence level.

He stated that in most cases crimes are not reported because women are shy in giving statement to the authorities or it was due to family pressure. Fear from social stigma is also cited as one of the cause. Sometime women are also not aware about prevalent laws. He lauded the work of NGO's and stated that media can be a very effective agent in creating awareness in women about laws.

He further added that laws' cannot be an effective agent of social change unless women are empowered. The right to assert, the right to choose and decide are stepping stone towards bringing a change in the status of women.

In a discussion with the participants it was stressed that there is a great need of bringing attitudinal change in women in different roles e.g. mother-in-law verses daughter-in-law.

He provided a handout of data on crimes against women in Delhi.

Society for Participatory Research in Asia

(PRIA)

It was established in 1982 with the aim of promoting the practice of participatory research in India and other Asian countries. PRIA has promoted people centred development initiatives within its perspective of participatory research. Through field studies and documentation, workshops and training programmes, networking and enabling linkages, PRIA has facilitated the strengthening of capacities within grassroot groups, voluntary agencies, NGOs and other formations. Preparation, publication and dissemination of relevant information and learning material, has been an integral part of PRIA's work.

Over these years PRIA has worked as an educational support organisation in such areas as literacy and Adult Education, Access to and control over Natural Resources, women's income generation and empowerment, workers education and occupational health/safety, community participation and capacity building of NGOs.

PRIA's programmes are presently organised in the following areas:

- * Participation and governance
- * Occupational and Environmental Health
- * Institutional Development
- * Global Alliance

The programmes of PRIA are conducted in close collaboration with a number of Regional Support Organisations (RSOs) in India.

There is no separate department for women's studies but women's issues form a part of most of the programmes of PRIA. The organisation has developed special material on women's empowerment e.g.

- (i) How to conduct participatory research among women?
- (ii) How to communicate effectively with grassroot women?
- (iii) How to organise women's groups?
- (iv) Participatory training for women
- (v) Parivartan Ki Nev (Hindi)
- (vi) Tenets of Women's Learning (Hindi)
- (vii) Uttarakhand Ki Sablaye (Hindi)

Video Film "Bua Bhatiji"

It was told that PRIA is a problem solving centre. It helps people to solve problems at grassroot level. It works collectively with the people and follow it up. After a lively discussion the participants visits the library and documentation centre of PRIA.

Dr. Chandan Dutta discussed various types of research methods with focus on participatory research. The details are as follows:

Steps of Research	Academic Research	Policy Evaluation	Participation Research
Choice of problem	Choice based on the interest & discipline of the professional research.	Choice based on clients adm. needs	Choice based on immediate problem situation Jointly by the actor in problem situation & professional research
Methodology	Experimental research design use of reliable instrument statistical analysis Professional Research	Quasi experimental field research design use of reliable instrument statistical analysis Professional Research	Consensual validity based research design. Use of empathic instruments, multiple analysis method Jointly by actor and Professional Researcher
Outcome	Publication presentation in seminars Professional Researcher	Report (to the client) Publication Client primarily	Change in the situation Increase in the knowledge base Increase capacity among the actor to enquire into and change the situation Jointly by actor and professional researcher

Participatory Research: Training Institution - involved in participatory training and research registered in 6th Feb., 1982.

Most social science research not linked with developmental social problem in real life situation. Research link with development.

Critique in 1970's not reliable to development of the people.

Participatory research gives value to individual and collective experience and give credit to existing popular knowledge.

Participatory research is essentially an educational process which attempts to assist the deprived and powerless to articulate knowledge from their own point of view.

Participatory research is learner centred involvement community and people at each stage research implementation. Report is in local language.

Field Visit to Tigri Slum Area

As part of the training programme on Methodology of Women's Education and Development, the participants were taken for a field visit to Tigri Colony, a slum area, near Tughlakabad, on the 20th of September, 1996.

Prior to this field visit, the participants were acquainted with the field work approach - entering into the field, canvassing schedules, holding group discussion with the target group and gathering information through both observation and discussions.

The research staff of Department of Women's Studies collected vital information about the area under study a few days before the field visit. To enable easier access to the slum area, the community leader of the locality, namely the Pradhan, Mr. Alexander Messey was detailed about the purpose of the field visit. He was also informed about the objectives of this field work i.e. to seek information of discontinuance of education from dropout girls and their parents.

The participants were also acquainted with the schedules to be administered i.e. the household schedule aimed at the parents and the dropout girl schedule for the dropout girl from this particular household. More importantly, the participants were familiarised with the method and process of collecting information. Both the schedules were discussed minutely to ensure that data collection would not be

a "perfunctory exercise" but a meaningful dialogue focussing on significant components.

On the 20th of Sept., 1996 the 33 participants and 3 faculty members and research staff of DWS were divided into 3 groups. On reaching the slum colony, the groups led by the Pradhan and other community members were led into different parts of the slum.

One group was taken to an area where majority of inhabitants were Balmikis (Scheduled Castes), another group to dwellings of minority community members (eg. Muslims), and the third group to NGO's working in this area in the field of women's development.

The participants were further divided into smaller groups of 3 each group entered a household, while 2 held and discussion with the community, the third member filled the schedules and took intensive notes. For a concrete internalisation of objectives both for the participants and the community members, focussed group discussions were held where a member of community member collected. This helped the participants imbibe the significance of an interactive and participatory approach. It also gave them an orientation in sociological and anthropological mode of research where they learnt that education does not exist in a vacuum but is a component of a thriving and impinging environment.

It was a fruitful interaction with a community from a low socio-economic background which acquainted the trainees with social reality and the social ethos of education.

Valedictory

The Valedictory address was delivered by Justice Ranganath Mishra, Chairman, National Human Right Commission.

The campaign song was sung by participants and Department of Women's Studies faculty.

**Seventh Training Programme on Methodology of
Women's Education and Development**

(19 August to 27 September, 1996)

Overall Tentative Time Table

Days	0830	0930	1100	1130	1.00	1415	1600
19 MON		01	BREAK	02	LUNCH	03	03
20 TUE	04	06		06		102	102
21 WED		06		06		06	06
22 THURS		06		06		101	101
23 FRI		101		102		101	101
24 SAT							
25 SUN							
26 MON		101	BREAK	102	LUNCH	108	109
27 TUE		101		102		108	Film
28 WED		101		102		108	109
29 THURS		102		101		102	108
30 FRI		102		103		108	05
31 SAT							
01 SUN							
02 MON		103	BREAK	103	LUNCH	103	103
03 TUE		103		103		108	110
04 WED		104		104		104	Film
05 THURS			H O L I D A Y				
06 FRI		110		110		110	110
07 SAT							
08 SUN							
09 MON		105	BREAK	105	LUNCH	105	Film
10 TUE		105		105		108	108
11 WED		105		105		108	109
12 THURS		106		106		106	106
13 FRI		110		110		110	110
14 SAT							
15 SUN							
16 MON		107	BREAK	107	LUNCH	107	107
17 TUE		107		107		107	107
18 WED		107		107		107	107
19 THURS		107		107		107	107
20 FRI		110		110		110	110
21 SAT							
22 SUN							
23 MON			BREAK		LUNCH		
24 TUE							
25 WED							
26 THURS		109		109		05	05
27 FRI		05		02			End

List of the Participants

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List of Material

1. Indian Society (Family Marriage Kinship)
2. Cues for Analysis
3. Sex Role Identity and Self Concept - Unit I
4. Gender Equality: Policy and Performance - Unit II
5. Girlhood: A Perilous Path
6. Unicef Inter-Regional Consultation on the Girl Child the Girl Child in India: Survival Protection and Development.
7. Indian History: An Overview
8. The State of the World's Children, 1995 (UNICEF)
9. The Right to be a child (August, 1994) (UNICEF)
10. Pathyakram Ke Madhyam Se Nari Samta Evam Adhikaron Ka Shikshan.
11. New Economic Policy - Analysis of Actual and Perceived Infacts on Indian Economy
12. Mahila Samakkhya shows the way.
13. Education in Pre and Post Independent India with Special Emphasis on Progress of Girls/Women's Education.
14. Repring - Socialization, Women and Education - An Experiment.
15. Father Determines the Sex of the Child
16. Unit I - Self Analysis: Group Exercises
17. The Progress of India States (1995)
18. Manual for Participatory Micro Planning in Elementary Education.
19. Attitudes study on Elementary Education in India.
20. Training Manual
21. Universal Primary Education of Rural Girls in India.

22. Education of the Girl Child in India - Fact Sheet.
23. Poems
24. New Woman
25. Women and Indian Politics
26. Occupational Environmental Health - PRIA
27. Participation Governance - PRIA
28. PRIA - The Future We are In.
29. New Woman - Subramaniam Bharathi
30. Manathil Urudhi Thandhidu - Tamil Translation of Poem
31. Meena - Murgai on Ki Ginti
32. Legal Literacy for Educational Personnel with Focus on Girls and Women.
33. Films
 1. Educated Child - Towards fulfilling - A Promise.
 2. Trusting People Now or Never
 3. Meena Count Your Chickens
 4. Primary Education for All
 5. Didi

Video Films Shown: Leela Part I and II
 Subah Ho Rahi Hai
 Chhoona Hai Aakash
34. Project Formulation Management and Evaluation.
35. Third World Perspective on Educational Planning.
36. Non Traditional Vocational Courses for Girls.
37. Women in India
38. Brochure
39. Platform for Action - Summary (Fourth World Conference on Women, Beijing, China, 4-15 September, 1995.

PRIA

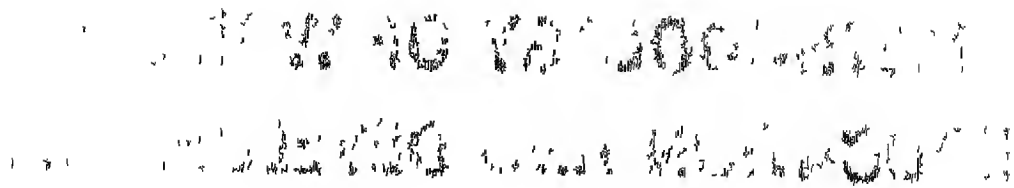
- Brochure
- Catalogue of Publications
- Participation and Governance (Hindi and English)
- Occupational Environmental Health
- Annual Planner

UNICEF

- The State of the World's Children - 1994
- Kit on the Girl Child
- Video Cassette on EFA

CRIME AGAINST WOMEN'S CELL

- Data sheet on various crimes committed against women in Delhi.



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METHODOLOGY OF WOMEN'S EDUCATION AND DEVELOPMENT: TRAINING MANUAL

Introduction

There has been a growing demand from the States and Union Territories on Department of Women's Studies, NCERT to organise an intensive training programme for personnel working in the area of Women's education and development. In response to this demand, the first training course was initiated in 1989 by the Department of Women's Studies, NCERT. Eventually this has become an annual feature.

The aim of the training programme is to train key personnel at State, District, Block or village level to promote girls' education and women's empowerment at grass-root level. The present training manual is an attempt to provide a broad framework for training of trainers in the methodology of women's education and development.

Aim of the Training Manual

To assist and facilitate the trainers to organise a training programme for key personnel engaged in the field of girls' education and women's empowerment at State/Union Territory, District, Block or Village level.

The course content of the training modules and themes has been selected keeping in view the feedback received from the participants and the resource persons of the last six training programmes. The training modules and themes have

been prepared for a training programme of 6-7 weeks, however, the trainers can adopt or adapt this manual according to their needs.

Evaluation: The evaluation of the trainees and the training programme will be done both by the trainees and the trainers. Each trainee will be evaluated by the faculty on the overall work done. They in turn will evaluate the course on all aspects of the training programme. This two way evaluation will help to improve future training programmes and would give the necessary feedback to the trainees and the trainers about various courses.

Programme Design

Objectives:

- i. To prepare key level personnel in the methodology of women's education and development.
- ii. To develop understanding of women's issues through perspectives of women's studies, social sciences and sciences.
- iii. To promote awareness about education and status of women in a comparative perspective.
- iv. To help understand the psycho-sociological dimensions of girls and women's education and development.
- v. To develop skills to collect, collate and analyse data and formulate research and action in this area.
- vi. To prepare the participants to act as trainers.

Course Content: An Overview

An introductory module on India and the world gives an overview an overview about India's history, society, economy, cultural and contemporary development. It also gives an idea about the existing global disparities.

The module on Women's Education and Development (101) is aimed at developing an understanding of the interrelationships between education, status of women and national development in a comparative perspective.

The module on Education and Socialization of the Girl Child (102) is aimed at sensitizing the trainees towards the crucial role of socialization and child rearing practices, as also the need to develop a positive self concept, decision making qualities and other personality dimensions in the girl child.

Elimination of Gender Bias and Stereotyping from the Textbooks, Curriculum and Educational Programme (103) has the basic objective to generate awareness about the existence of gender bias, its operationalization, the necessary intervention strategies for promoting equality between sexes in the textbooks, resource material, curriculum, curriculum transaction and all educational programmes.

The module on Quantitative and Qualitative Methods in Women's Studies (104) has been formulated with a view to enable the participants to learn some basic techniques of planning, diagnosing, projecting and forecasting as well as

the application of statistical and research methods in general and for women's education and development in particular.

The module on Mobilization of Women and the Community (105) focuses at understanding the crucial role of participation of women in community affairs and the mobilization of local community for women's development.

Gender Sensitive Project Planning and Formulation (106) is expected to familiarize the participants with the planning, formulation and implementation of projects and programmes in the area of women's education and development.

The module on Methodology of Training (107) has been introduced with a view to sensitizing individuals to the concept of training, its methods and techniques in order that they function effectively as trainers in their own states and organizations. It is hoped that this would be an input for building and strengthening the State/District level capacities in furthering women's education and development. Provision is also made in the training programme to make it specific to the state level contexts as far as possible.

Legal Literacy Workshop with Focus on Girls and Women (108) has been introduced to fill in a very strong need for creating legal awareness about the rights of girls and women as enshrined in our Constitution and the large number of

social passed from time to time to ameliorate the condition of women. It is expected that the education personnel if equipped with legal literacy can introduce necessary learning points and activities in the school curriculum and also act as leaders of change in the community.

Participants' Seminar during the programme will help each trainee prepare a thorough situational analysis of women's status and participation in different walks of life with a focus on education in their respective states during their own time module.

Field Visits are being organised with a view to exposing the participants to the plans and programmes of different Departments, Institutions and Voluntary Organisations of a particular state/district working for women's education and development.

Course Structure

The training programme carries credits for the course work, the field visits, participants' seminar and individual assignments respectively. The course structure and credit details are given below:

Duration of the Course	:	Six Weeks
Total Number of Working Days	:	30 Days
Approximate Number of Contact Hours	:	270
Total Number of Credits	:	12

<u>Code</u>	<u>Titles</u>	<u>Hours</u>
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01	Registration	2
02	Inauguration and Valedictory	4
03	Induction	8
04	Library	30
05	Evaluation	2
06	India and the World	15

	<u>Hours</u>	<u>Credit</u>
101 Women's Education and Development: A Comparative Perspective	15	1.5
102 Education and Socialisation of the Girl Child	15	1.5
103 Elimination of Sex Bias from Curriculum and Educational Programme	15	1.5
04 Qualitative and Quantitative Methods in Women's Studies	15+15	2.0
105 Mobilisation of Women and and Community	10	1.0
106 Gender Sensitive Project Planning	15	1.5
107 Methodology of Training	15	1.5
108 Legal Literacy Workshop	15	1.5
Participants Seminar	30	1.0
Individual Assignment	20	1.0
Field Visits	20	1.0

Methodology: The overall approach of the course is to seek a balance between theory and practice. Each training module and themes follow the logic of its content methods and appropriate tools and techniques. The method of training comprises of lectures, discussions demonstrations, individual assignments and field visits. The relevant teaching aids for by each module comprise of audio-video presentation, transparencies, charts, posters, etc.

MODULE 06

India and the World

Purpose

This introductory course has been included:

- i. to give abroad based perspective to the trainees about India's History, Society, Economy, Culture and the Contemporary challenges facing the nation.
- ii. to acquaint the participants with the disparities existing across the globe.

Themes

The Land and the people	1.30 hrs.
India Through The Ages	1.30 hrs.
Indian society	1.30 hrs.
Indian Economy	1.30 hrs.
Education in pre-independent period and post independent period	1.30 hrs.
The Global Disparities	3 hrs.

MODULE 06

Theme 06.1: The Land and The People

Expected Outcomes:

- The participants will understand the impact of geography on history in part.
- The participants can appreciate the relationship between geography of India and the status of women.

Content Points:

- Geography determines the history of country in part.
- Indian vista contains diverse topographical phenomena - mountains, plateaus, alluvial plain, desert, coastal area. There is variations in monsoon and climatic condition. This influences - life style, customs and traditions of people particularly women.
- Gangetic plains of northern India has witnessed series of culture pattern because of invasions and migrations from Khyber and Bolan passes in the N.W. throughout history.
- Constant migration and series of warfares has largely affected status of women in this wheat and cow belt, from high points in vedic period to a gradual deterioration in successive periods.
- Region is marked by low status of women indicators - Infant Mortality Rate, 0-6 population, literacy rate, dropout and enrolment rates.
- Immuration of women in surplus economy of plains.
- Vindhya ranges and downwords - people led a sheltered life.
- North-eastern ranges and large parts of central India has remained isolated from foreign invasion and migration led to the evolution of egalitarian society.

- Subsistence economies in mountain and forest led to deterioration in the status of women.
- Coastal plains and contact with European merchants since 16th century with - Portuguese, Dutch, English - led to development of a more open society, high levels of literacy, Portuguese civil code applicable to all communities.
- Despite geographical diversity there is underlying unity - the Himalayan range, monsoons, harvest festivals and fairs, popularity of Indian mythology in all regions of India.

Methodology

Discussion based on content points with the help of maps and transparencies.

MODULE 06

Theme 06.2: India Through Ages

Expected Outcomes:

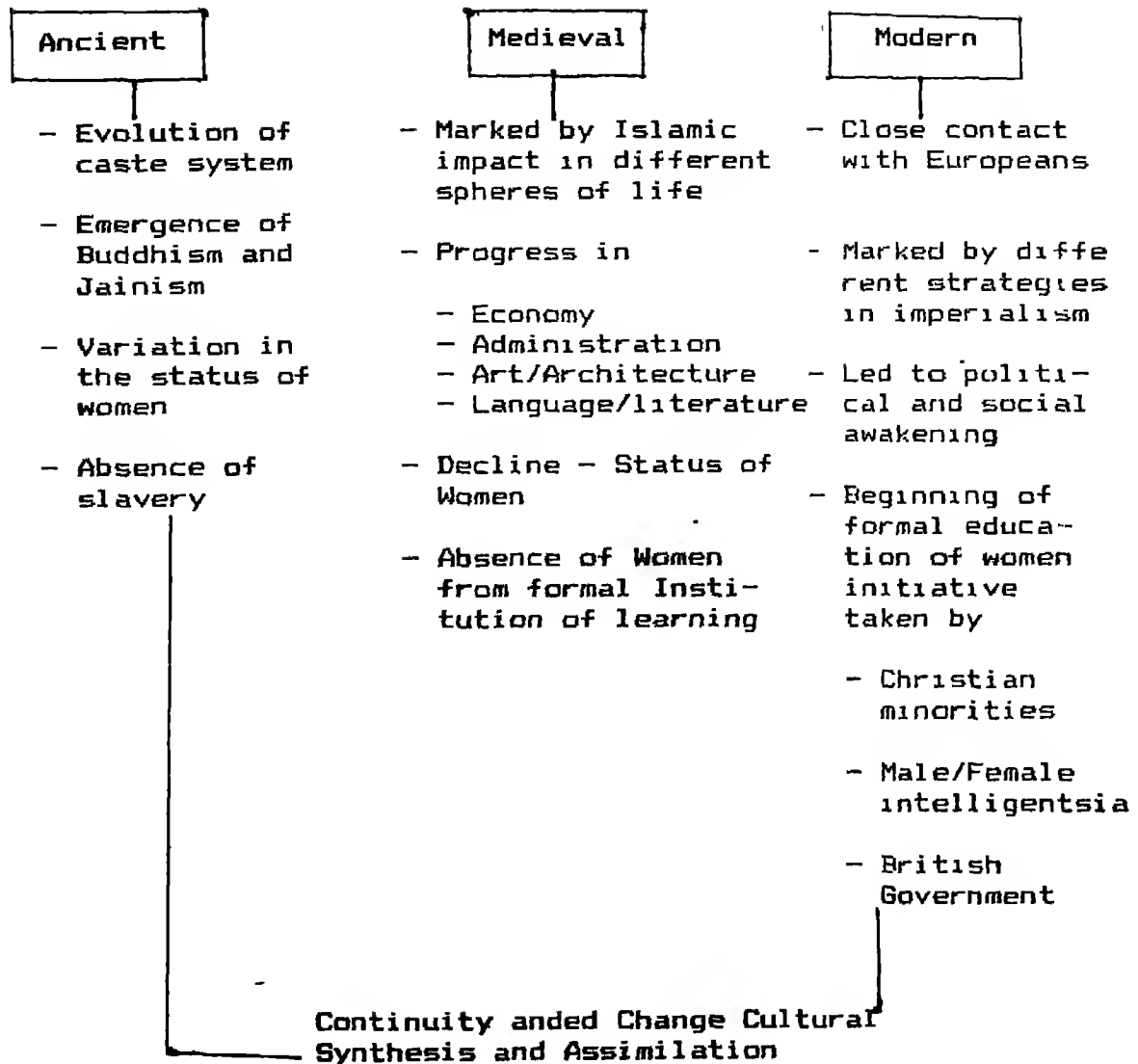
- The participants will be able to understand the dynamics of social, cultural and economic forces during the course of history.
- The participants will appreciate that Indian civilization is marked by continuity and change, cultural synthesis, assimilations and accommodation which has been the central philosophy.

Content Points

- Indian history is subjected to variations - political, economic and social. Due to variations concept of India has emerged recently.
- Periodization of history into Ancient, Medieval and Modern based on Western model and is highly arbitrary.
- History of India - comingling of cultures from north and south from east and west and also from external regions. Mapped by series of invasions and migrations of Indo-Aryans, Greek, Scythians, Turks, Hunas led to assimilation, cultural synthesis - contributed to distinctive pattern of social system, art, architecture and literature.
- Significant feature of Ancient India - evolution of caste system, emergence of heterodox sect - Jainism, Buddhism - rose as an anti-thesis to rigid Brahmanical order. Marked by absence of slavery.
- Status of women during this period is subject to variations as noted earlier.
- Medieval period marked by progress and decline. Progress in political and economic fronts. Decline in social sphere - led to deterioration, segregation and subjection of women. Total absence of women from formal institutions of learning.

- Rise of Bhakti and sufi movement. Rose as an anti-thesis to rigidity existing in Brahmanical and Islamic order. Both emphasised on an egalitarian society.
- Modern Indian history marked by close contact with Europeans more so with the British. Marked by different stages of imperialism - having its economic impact on all sections of society.
- Led to strong social and political movements. Social reform movement led to critical discussion on prevalent customs and traditions and emancipation of women. Helped in encouraging formal education of women which was largely based on private initiative. The later led to various stages in the freedom struggle culminating in a mass movement under Gandhiji.
- The entire history is marked by the phenomena of continuity and change, assimilation of continuity and change, assimilation and accommodation. Social change at macro and micro level of society.

INDIAN HISTORY



Methodology

Lecture-cum-discussion based on historical maps of Asia and India.

MODULE 06

Theme 06.3: Indian Society: Family, Marriage, Kinship and Caste

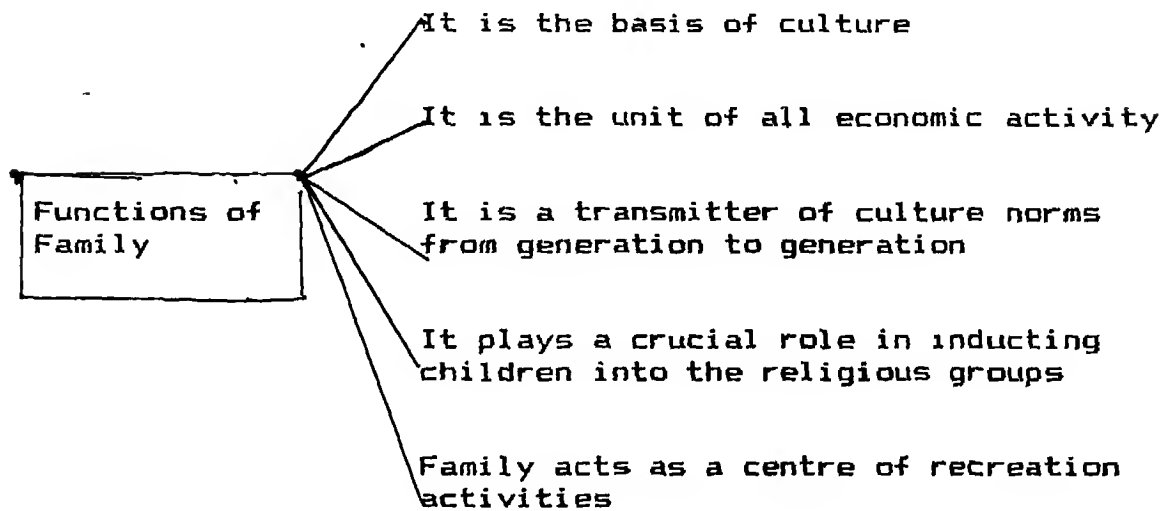
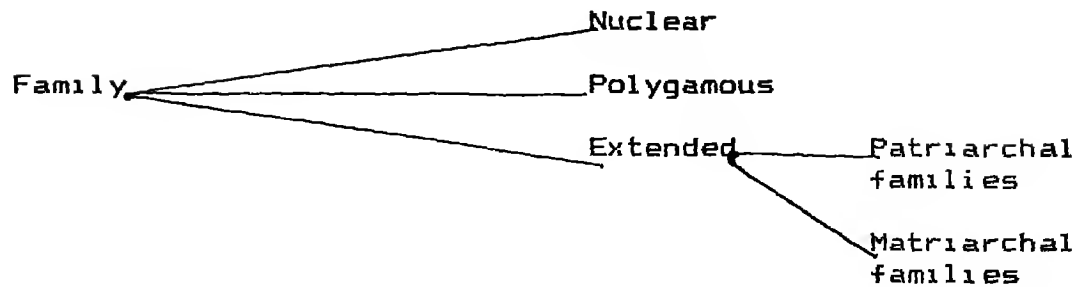
Expected Outcomes

- The participants will acquire knowledge about different types of families, marriage and kinship in different societies.
- The participants will appreciate that caste system was the most important social institution in India.

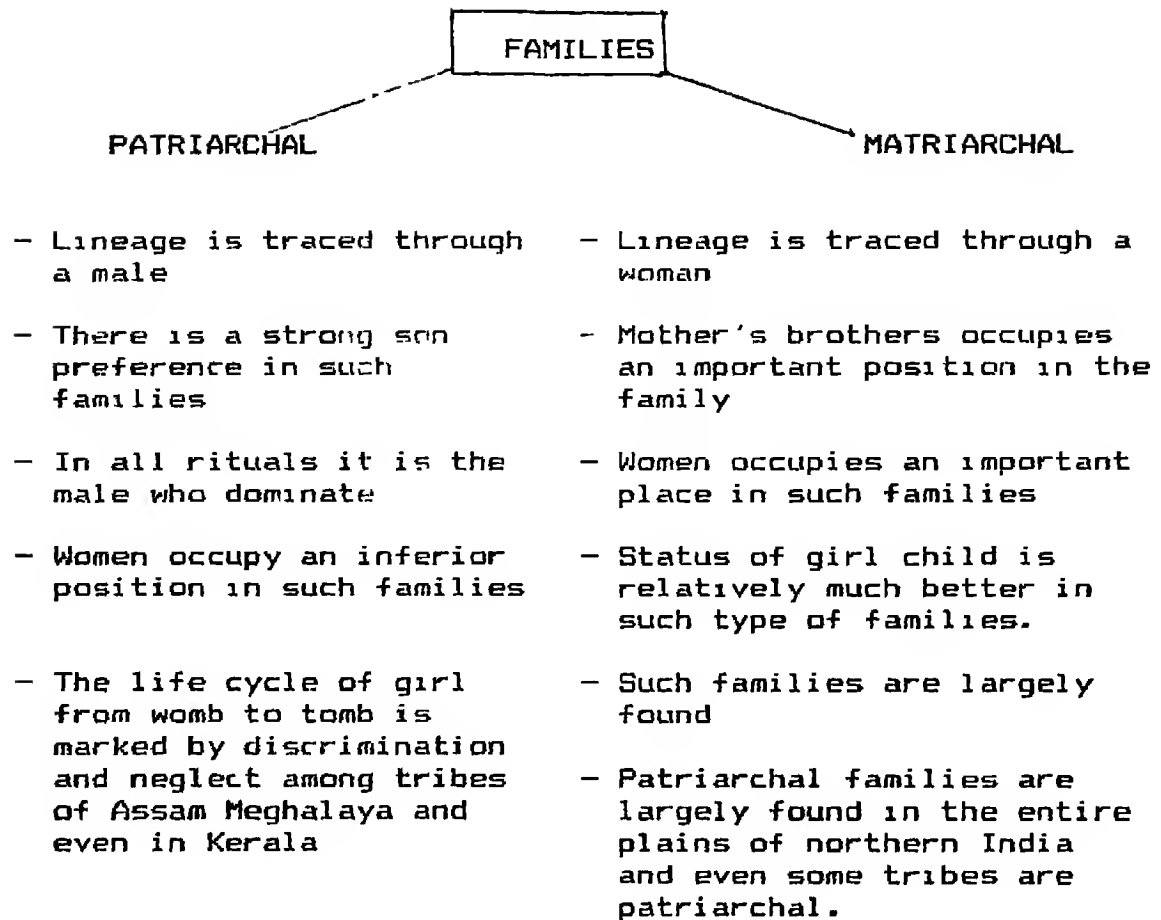
Content Points

- | | | |
|----------|---|---|
| Family | - | Definition of family, types of families, patriarchal and matriarchal families and function of families. |
| Marriage | - | Its definition, types of marriage, endogamy and exogamy. |
| Kinship | - | Its characteristic, types, use of structural principle of kinship. |
| Caste | - | Evolution of caste and its important features. |

TYPES OF FAMILY AND ITS FUNCTIONS



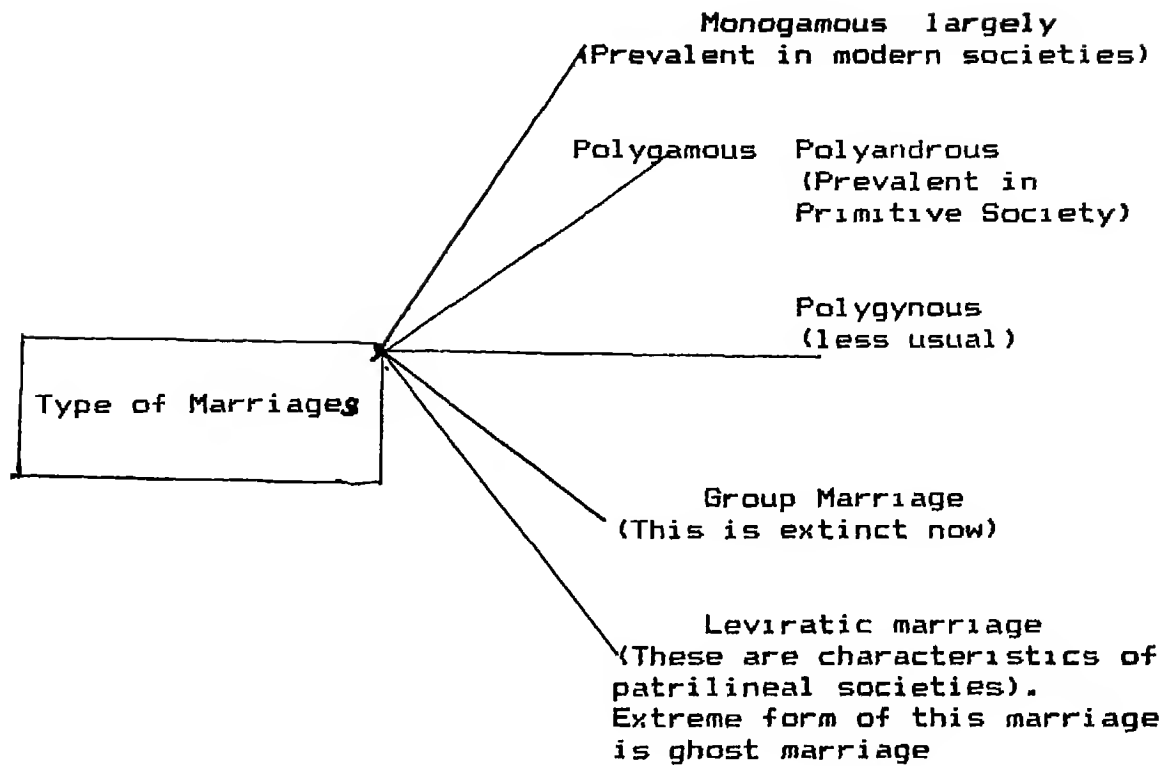
Types of Families Found in India



Methodology

Lecture cum discussion method will be followed to explain various concepts. The lecture will be supplemented with transparencies, examples and reading material.

MARRIAGE AND ITS TYPES



MODULE 06

Theme: 06.4: Indian Economy

Session 06.04

Expected Outcomes

The participants will become familiar with the characteristics of economic development before and after Independence of India.

The latest economic developments in India and their impact on different sections of population, especially women and girls

Content Points

- Interplay of geographical, historical and sociological forces determining the economic development of India in pre and post independence period.
- Colonial interests affected the Indian economy adversely; destroying several of the highly evolved industries like textiles; usurping Indian raw materials for British industry and making India as a market of its manufactured goods; growth of cash crops at the cost of food crops for consumption leading to lowering of nutritional standards; decline of local skills and rise in dependence on the colonizer for training and education; positive contributions of the British, a vast network of railways initially for transfer of coal and cotton etc. to the ports became the fuel engine for growth of nationalism.
- Planned socio economic development based on the key objectives of self reliance and social justice was launched for economic growth i.e. modernization of agriculture, industrialization, growth of a responsive tertiary sector.
- Development model was imported from the socialist East - a closed self propelled economic growth model constrained by the administrative structure from the liberal West i.e. Britain.

- Generation of industrial skills and resultant emphasis on second and third level general and technical education at the cost of basic education.
- Through the successful execution of the Five Year Plans beginning 1951, agriculture, infrastructure, basic and core industries and the services sectors have grown from strength to strength. As a result of this development, India achieved self sufficiency in food production, set up extensive infrastructure facilities and created a modern industrial base spanning almost all areas of manufacturing activities.
- A sophisticated research and development base has been established and the pool of scientific and technical manpower is sizeable with International recognition and demand. The banking sector has penetrated into remote rural areas, a large marketing and distribute message and products to over 3,800 towns and cities and over half a million villages.
- Economic liberalization and a bid to join and compete in international markets - invitation to foreign capital and technology, the Structural Adjustment Programme (SAP), and national support to vulnerable groups in the form of Social Safety Nets (SSN). Social Darwinism revived, survival of the fittest - phasing out of sick industries, golden handshakes in public sector undertakings and privatization, women and children the most vulnerable groups.
- Amongst poor section of people, there is demand for work rather than demand for education.
- Women belong to rural areas and marginalised population likely to be affected adversely if not adequately protected through specially focussed programmes and schemes for skill development and technical education.

Methodology

Lecture cum discussion with the help of transparencies.

MODULE 06

Theme: 06.5: Indian Polity

Expected Outcomes

The participants will be introduced to:

- The Constitution of India and the philosophy of its preamble.
- the multi layered and diverse characteristics of the Indian population as these evolved over a long period and the rights and duties of the Indian citizens.

Content Points

Polity - Means an organised society and state. It is also a process with which a government is formed through a constitution. Our constitution is a framed constitution.

The Indian polity derives its basic ideology from certain well laid features of our constitution. They are as follows:

- (a) Federal features - The constitution is written, there is an independent judiciary, and there is a demarcation of power between centre and the state and also there exists certain well laid subjects where both the centre and the state can legislate.
- (b) Unitary features - It has a single written constitution, Judiciary and single citizenship.
- (c) Our Constitution is akin to Canadian constitution - because we emphasise on the union of states.
- (d) It is also akin to the British Constitution in so far as individual and collective responsibility is concerned.

Judicial review - we have an independent judiciary. It works as a guardian of the constitution of fundamental laws. It curtails the power of parliament. It works on the system of check and balances. Now judiciary is developing a new role for itself.

- Secularism - State does not have any religion, state is not anti-religious. All religions are equal before the state.
- Democratic Socialism - it is embedded in the Directive Principles of State Policy, these are unenforceable. They are development oriented and are based on Gandhian target. For these rights directions are given to states for their implementation.
- Flexible:- The procedure of amendment is simple through Parliament.
- Preamble - It is not the part of our constitution. It gives the essence of constitution. It is a guiding philosophy.
- Electoral System - Gives evidence that we have followed democratic process of election. The number of electorate is increasing significantly i.e. the age limit has been reduced to 18.
- Constituency decided by population. We have a single member constituency.
 - Free election machinery
 - Election commission conducts elections.
 - The election commission is selected for a term of 5 years.

Functions of Election Commission

1. Conducts elections of President, Vice Presidents.
2. Prepares guidelines and code of conduct for candidates.
3. Fixes limits of expenses for election.
4. Settles election disputes and petitions

Criteria of good Electoral System

- Independent Judiciary
- Setting up a fair minded competent administrative machinery multi - party system. .
- A general acceptance by the citizens (participation)

Weakness

- Existence of unaccounted money - which promotes corrupt practices.
- Misuse of official positions and machinery.
- Loopholes in polipetition rules
- Intimidation of voters
- Use of muscle power

Challenges to our polity

- a) Casteism
- b) Communalism
- c) Regionalism
- d) Religious fundamentalism
- e) External threat

Methodology

Lecture based on content points supplemented by transparencies.

MODULE 06

Theme 06.6 & 06.7: Education in India in Pre-independent and Post-independent Periods

Expected Outcomes:

- The participants will acquire in-depth knowledge about indigenous education.
- The participants will understand that the three agencies that spread modern education were the Christian missionaries, the male and female intelligentsia and lastly the British government.
- The participants will acquire knowledge about various Acts passed by the British government.
- The participants get acquainted with National Policy on Education 1986 and its revised Programme of Action 1992.

Content Points

- Indigenous education had no women in formal educational system - Maktabas and madrasas, pathshalas and tols - marked by total absence of women. Few women who received education were domestically educated.
- Agencies that promoted western education were the Christian missionaries, male and female intelligentsia and lastly the British government.
- Educational Acts passed by the East India Company and British government.
- Charter Act of 1813
- Woods Educational Despatch of 1854. For the first time mentioned promotion of women's education.

- Hunter Commission Report - 1882. Discussed about facilities and avenues of promotion of women's education, recommended giving liberal grants to private girls schools, awards, grants to women wanting to train as teachers, starting of TTI for women, separate inspectors for girls education.
- The Government of India Education Resolution Policy 1904 - suggested government should spend more funds on girls education.
- Resolution of the Government of India October 1, 1919 - reiterated the need for more financial fostering of girls' education compared to boys - making education free in addition to giving scholarships.
- Hartog Committee 1929 - Committee recommended appointing large number of women teachers and inspectors - recommended gradual introduction of compulsion for girls education.
- Post War Education Development Committee 1944 - presented 40 year plan for universalisation of primary education, felt it is no longer necessary to treat women's education as a special problem.

Educational Development in Post Independent India

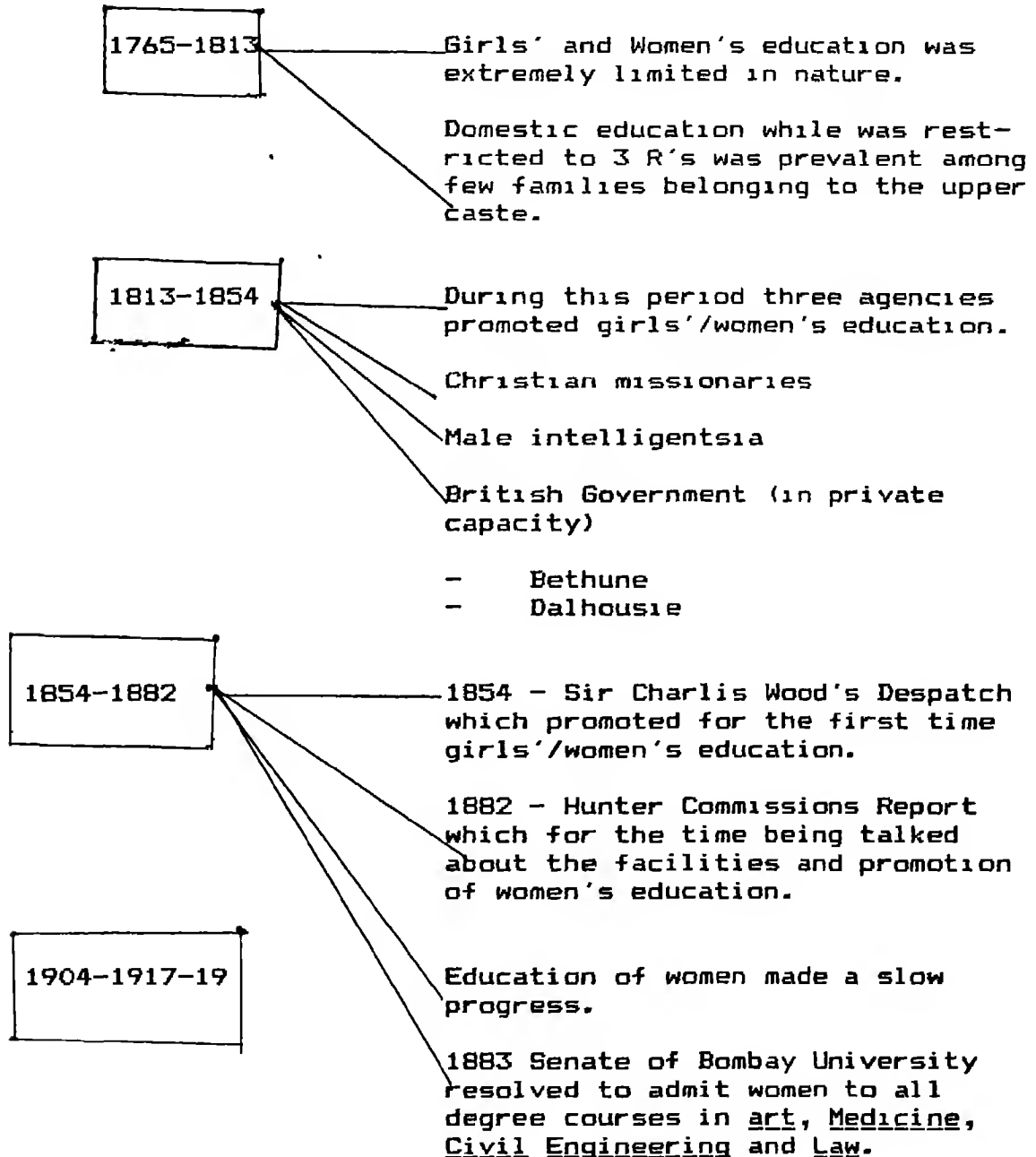
- Radhakrishnan Commission 1944-49
- Kothari Education Commission 1964-66
- National Policy on Education in 1968 - Free and Compulsory education upto the age of 14.
- National Policy on Education 1986 and revised Programme of Action 1992 - highest priority of removal of disparities and equalising educational opportunities by attending to specific needs to those who have been denied equality so far.

Methodology

Lecture Discussion Mode

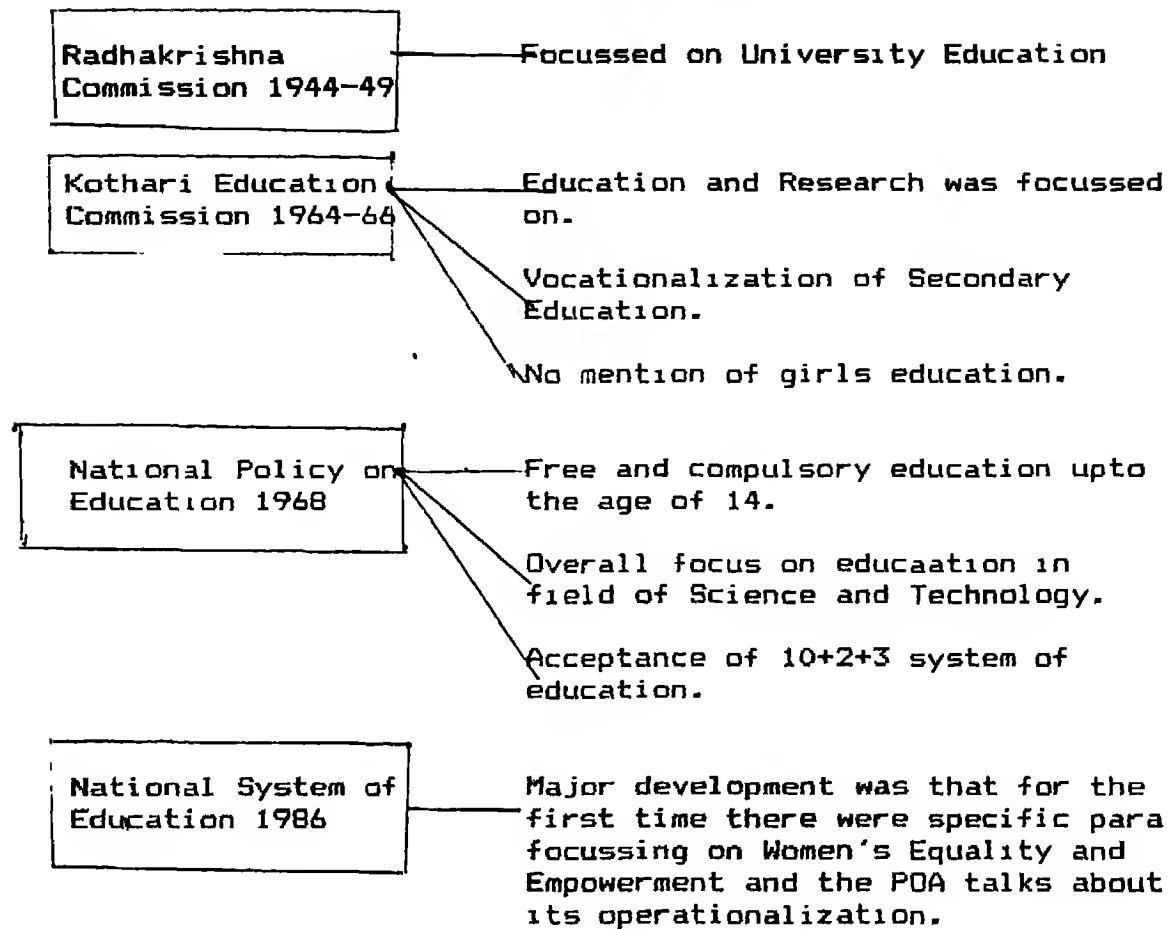
Education of Girls/Women in Pre and Post Independent India

Pre-Independent India



Transparency 06.7.1

After Independence



MODULE 06

Theme 06.8: The Global Disparities

Expected Outcomes:

- The participants will:
 - acquire knowledge about the division of the globe between the rich north and the poor south.
 - understand that most of the problems e.g. illiteracy, hunger, poor physical survival, health, potable water etc. are faced by southern continent.
 - explain that despite technological revolution, the dependence of the neo-colonised countries on the imperial countries is responsible for global disparities.
 - discuss the role of foreign aids in widening disparities between north and south.

Content Points

A quarter of world's population in the developed industrialized North have access to and control over 75% of the world's resources. Developing, chiefly agrarian south holds 75% of the world's population. Illiteracy, hunger poor physical survival, health, sanitation, housing, potable water and basic education are some of the major issues.

- From a East-West confrontation to North-South polarization.
- Part answers for disparities lie in history and geography of people.
- Temperate Zones/Tropics

- Discovery of compass/steel, fortified ships.
- Colonisation of the America, Asia and Africa.
- Large scale transfer of natural and human resources.
- Black slave trails, the African continent and their exportation from the western coast to North America and the Caribbean.
- End of slavery in 1833 beginning of the phase of Indian Indentured labour to the Caribbean, Mauritius, Fiji, Malaysia etc.
- Africa last to be colonised and last to be free.
- Industrialisation and a hunger for markets and raw materials.
- Decolonisation, League of Nations, birth of the United Nations.
- Political free nations in the south unable to cut the umbilical cord with the colonisation - neo colonisation and internal colonisation.
- The technological advancement/advantage, knowledge imperialism.
- World a global village - distance in terms of US dollar and media.
- Invasion and unified world market where there is -
 - an unequal International Division of labour.
 - an International Monetary system and growing control of multinationals and international donor agencies, International food, fashions - clothes and music etc.
- A highly inequitable distribution of resources reflected in:
 - i. GNP per capita
 - ii. Life expectancy
 - iii. Birth Rates, Death Rates, IMR, CMR
 - iv. Sex Ratio
 - v. Population Growth Rates

- vi. Population below poverty line
- vii. Population of relevant age groups in primary, secondary and higher education.
- viii. Adult Literacy Rates
- International in equalities among groups, regions, castes, rural urban areas on the above indicators.

Methodology

Lecture cum discussion with the help of world map (physical and political) and Transparencies.

Transparency 06.8.1 and 06.8.2

Regional Disparities

	Sub-Saharan Africa	Middle East & North	South Asia	East Asia and Pacific	Latin America and Caribbean	Former USSR	Industrialized Countries	Develop- ing Countries	Least Develop- ing Countries
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Table 1: Basic Indicators

Under-5 mortality rate 1980	255	240	237	200	157		43	216	282
Under-5 mortality rate 1992	181	76	129	56	50	44	11	134	179
Infant mortality rate 1980	152	155	145	132	105		36	137	171
Infant mortality rate 1992	111	57	68	42	39	36	9	70	114
Total population (millions)	533	341	1183	1728	451	292	935	4234	537
Annual no. of births (Thousands)	24444	12067	37885	39559	11699	4705	12846	125665	23795
Annual no. of under-5 deaths (thousands)	4431	943	4884	2216	581	205	135	13056	4260
GNP per capita (US\$)	505	1944	325	692	2345	2691	18884	843	240
Life expectancy at birth (Years)	51	64	58	68	68	69	76	61	50
Total adult literacy rate (%)	51	58	46	76	85		95		43
% enrolled in primary school	68	95	36	125	107		103	100	68
% share of household income, lowest 40%			21	16	10		16		
% share of household income, highest 20%			41	44	61		40		

2 Health

access to health services, total	56	78	52	67	74			77	46
access to health services, urban									
access to health services, rural									

3 Education

Adult literacy rate 1970, male (%)	34	47	44	76	76		97	53	36
Adult literacy rate 1970, female (%)	17	19	19	56	69		95	33	18
Adult literacy rate 1990, male (%)	61	70	59	86	87			75	54
Adult literacy rate, 1990, female (%)	41	46	32	67	63			55	32
Primary School Enrolment (% of 1980 (Gross) male)	46	72	77	120	75		109	93	48
Primary School Enrolment (% of 1980 (Gross) Female)	24	40	39	65	71		107	62	23
Primary School Enrolment (% of 1986-91 (Gross), male)	76	103	97	128	105		103	107	74
Primary School Enrolment (% of 1986-91 (Gross), Female)	60	87	73	120	102		103	92	57
Primary School Enrolment (% of 1986-91 (net), male)	54	90		74			97	87	55
Primary School Enrolment (% of 1986-91 (net), Female)	46	79		75			97	82	45
Reaching final grade, primary school	58	65	53	78	48		94	68	54
Primary School Enrolment ratio, male (%)	21	62	47	52	44		91	47	21
Primary School Enrolment ratio, female (%)	14	45	28	43	46		92	36	12

Table 4 Demographic Indicators

Population under 16 (million)	258	149	464	542	167	80	200	1580	249
Population under 5 (millions)	100	54	161	185	55	26	62	554	95
Population annual growth rate 1965-80 (%)	2.8	2.6	2.3	2.2	2.5		0.6	2.4	2.6
Population annual growth rate 1980-92 (%)	3.0	3.0	2.2	1.7	2.1		0.6	2.1	2.7

	• Sub-Saharan Africa	Middle East and North	South Asia	East Asia & Pacific	Latin America and Caribbean	Former USSR	Industrialized Countries	Developing Countries	Least Developed Countries
Crude death rate 1960	24	21	21	19	13		10	20	25
Crude death rate 1992	15	8	11	7	7	11	9	9	16
Crude birth rate 1960	49	47	44	39	42		20	42	48
Crude birth rate 1992	45	35	32	23	26	16	14	30	44
Life expectancy 1960 (years)	40	47	43	47	56		69	46	39
Life expectancy 1992 (years)	51	64	58	68	68	69	76	61	50
Total fertility rate	6.4	5.0	4.3	2.5	3.1	2.0	1.8	3.7	6.0

Table 5 Economic indicators

GNP per capita (US\$)	505	1944	325	692	2345	2691	18884	843	240
GNP per capita annual growth rate 1965-80 (%)	3.0	3.2	1.5	4.8	4.1		2.9	3.7	0.4
GNP per capita annual growth rate 1980-91 (%)	-0.4	-0.7	3.1	6.6	-0.2	1.5	2.2	2.4	0.3

Table 6 Women

Life expectancy, females as % of males	107	104	101	106	109		109	105	104
Adult literacy, females as % of males	68	66	54	78	96			74	58
Enrolment, females as % of males, primary school	80	84	75	93	98		100	87	78
Enrolment, females as % of males, secondary school	66	72	60	82	109		102	77	58
Contraceptive prevalence (%)	12	39	38	73	59		71	53	13
Pregnant women immunized against tetanus (%)	27	51	72	19	31			38	41
% of births attended by trained health personnel	37	56	29	81	81		98	55	28
Maternal mortality rate	610	200	490	160	180		10	350	590

Table 7 The rate of progress

Under-5 mortality rate 1960	255	240	237	200	157		43	216	282
Under-5 mortality rate 1980	203	144	179	80	86		17	138	222
Under-5 mortality rate 1992	181	78	129	56	50	44	11	104	179
Under-5 mortality annual reduction rate 1960-80 (%)	1.2	2.5	1.4	4.6	3.0		4.6	2.2	1.2
Under-5 mortality annual reduction rate 1980-92 (%)	0.9	5.1	2.7	3.0	4.6		3.9	2.4	1.8
Under-5 mortality annual reduction rate required 1992- 2000 (%)	12.3	5.8	7.7	5.1	4.2		4.3	7.9	11.8
GNP per capita annual growth rate 1965-80 (%)	3.0	3.2	1.5	4.8	4.1		2.9	3.7	0.4
GNP per capita annual growth rate 1980-91 (%)	-0.4	-0.7	3.1	6.6	-0.2	1.5	2.2	2.4	0.3
Total fertility rate 1960	6.7	7.0	6.1	5.8	6.0		2.8	6.0	6.5
Total fertility rate 1980	6.7	5.9	5.2	3.2	4.2		1.9	4.4	6.5
Total fertility rate 1992	6.4	5.0	4.3	2.5	3.1	2.0	1.8	3.7	6.0

MODULE 101

Women's Education and Development: A Comparative Perspective

Duration 15 hrs.

Rationale

The women's question has been posed differently at different points of time and space. It is inextricably linked with the dominant socio-economic and political persuasions and cultural relativism. From suffragettes and 'radicals', the feminists have raised issues, acted as pressure groups against unjust laws, changed the patriarchal social orders legitimised and sustained by State, sponsored social institutions like education, media, judiciary and bureaucracy on the one hand and by continued hold of rituals and customs on the other hand. The educational and development models, conceived and implemented by males, have excluded women either by conscious design or by 'benign neglect'.

The 1971 Census, the Committee on the Status of Women in India Report (Towards Equality); the National Perspective Plan for Women and the UN Development Decade have focussed on the need to integrate women in the mainstream of development on grounds of equality and for a world without war. The search is for an alternate development instead of mere accumulation of material wealth.

Equality is a fundamental right of every Indian regardless of caste, class, creed, sex or religion under the Constitution of India. The National Policy on Education 1986 (NPE) is perhaps the most revolutionary statement of the times and envisages the role of education as an instrument of raising the status of women in India and empowering them. The new policy makes a radical departure from the first National Educational Policy in India. It does not rest at provision of 'equal educational opportunity'. But puts the more fundamental issue of 'equality between sexes' on centre stage which was long over due.

The following points have been clearly emphasised in NPE 1986.

- i. Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women.
- ii. The National Educational System will play a positive interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-making and administrators and the active involvement of educational institutions. This will be an act of faith and social engineering.
- iii. Women's Studies will be promoted as a part of various courses besides which educational institutions will be encouraged to take up active programmes to further women's development.
- iv. The removal of women's illiteracy and obstacles inhibiting their access to and retention in elementary education will receive overriding priority, through provision of special support services, setting of time targets and effective monitoring.

- v. Major emphasis will be laid on women's participation at all levels.
- vi. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

The present module is an effort to understand the various dimensions of human problems with a focus on the situation of women, their past, present and potential contribution to human civilization. Part I deals with the international scenario on education of women and development. Part II deals specifically with the Indian women through ages and in contemporary times. The interaction between women and other social structures of family, economy, polity and media etc. are noted.

Purpose

The purpose of this module is:

- i. To help participants understand the relationship between education, status of women and national development in a comparative perspective.
- ii. To understand and analyse the role and status of women in different spheres of life in India.

Themes

Part I

- | | | |
|---|---|------------|
| 1. Educational Development in the Third World | - | 1 1/2 hrs. |
| 2. Women's Education and Development: A Theoretical Framework | - | 1 1/2 hrs. |
| 3. Women's Education and Status: Some Case Studies Developing and Developed Countries | - | 1 1/2 hrs. |

Part II

4.	Status of Women in India: Historical Overview	-	1 1/2 hrs.
5.	Policy, Planning and Programmes	-	1 1/2 hrs.
6.	Women and Economy	-	1 1/2 hrs.
7.	Women and Polity	-	1 1/2 hrs.
8.	Women and Environment	-	1 1/2 hrs.
9.	Women and Health	-	1 1/2 hrs.
10.	Women and Media	-	1 1/2 hrs.

MODULE 101

Theme 101.1: Educational Development in Third World

Expected Outcomes

The participants acquire some understanding of similarities and diversities among Third World Countries with respect to educational development.

Content Points:

- Basic characteristics of Third World Countries, similarities and diversities.
- The validity of Third World perspective on education.
- Critical issues in education in the Third World.
- Implications for policy makers, planners and administrators.
- Colonial education - maintenance of colonial rule and the administrative structure. Introduction of Western Education and creation of a westernised local elite; characteristics of colonial/feudal education, exogeneous imposition, western - indigenous interaction. Spurious character of colonial modernization; top heavy tertiarised general education and neglect of technical education, enclavisation of education of exacerbating inequalities, cultural alienation and its consequences.
- Attempts at decolonisation and indigenization of education.
- Concept of development, under development.
- Different models of national development and the role of education in the Third World countries; Developmentalist approach, Economic growth as an indicator of development - Development reconsidered, Dependency School; new indicators of development GNP vs. POLI (Physical Quality of Life Index) Human Development Index (HDI) with Status of Women Vector.

- Role of education in generating human resources, inculcation of required skills, attitudes and values conducive to socio-economic advancement in egalitarian social orders, development of self-reliant individuals besides raising productivity.
- Alternative package of education and training to suit the developmental needs and technology.

Methodology

Lecture discussion method using maps and transparencies.

MODULE 101

Theme 101.2: Women's Education and Development: A Theoretical Framework

Expected Outcomes:

- The participants acquire an understanding of male centred creation and distribution of knowledge and the needs for a shift inclusives.
- Understand the gradual shift from manpower to gender human resource development approach.
- Analyse the role of the State in promoting women's equality and empowerment.

Content Points:

- Education as a basic human right. Shift from 'expediency' model to women as persons.
- Access of women to education and development determined by gender based social stratification and division of labour.
- Development and women - growth led macro-techno-urban-elitist male developmental planning. Marginalisation and welfare approach to women's education and development.
- Development reconsidered - growth versus justice, distributive and participatory development, status of women as a major variable in development, social structural determinants of women's access to education and development.
- Shift from manpower to human capital to human resource development approach with focus on women.
- Prevalent ideologies and normative structures preparing women for shaping development within an egalitarian framework.
- Role of State: Women's equality cannot be achieved by mere provision of rights to women but can come about by their ability to use these rights and this would be conditioned by -

1. The general level of economic development attained by a nation, (Although economic growth is a necessary condition but not the only one).
- ii. The priority accorded by the Government to issues concerning women and allocations to programmes of women's education and development.
- iii. The degree to which government and other social institutions equate women's equality with the overall national development strategy and other leadership roles to women for promoting such conjunctures.
- iv. The extent to which Governments actually make a positive, concerted effort to change the attitudes and prejudices concerning women's roles through a process of resocialisation of men to the principle of equality between sexes.
- v. The extent to which reproductive and auxiliary home responsibilities are shared by men and women.
- vi. Redefinition of social roles for men and women are to encompass both the public roles and the private sphere of family life.
- vii. Additionally, the emergence of separate nationwide, women's organisation which is recognised as a legitimate political force with institutionalised access to policy making.
- viii. Collectivisation of women for action at the grassroot level.

Methodology

Lecture cum discussion method using transparencies.

MODULE 101

Theme 101.3: Women's Education and Status: Some Case Studies

Expected Outcomes:

- The participants understanding the concept of Status of Women and Women's Equality.
- Acquire knowledge about various indicators i.e. demographic, economic, political, social and educational measuring women's status.
- Compare and contrast educational development of women in Latin America, Africa and Asia and Pacific region.

Content Points:

- Status of women, the concept - women's power and authority in both public and private spheres and societal perceptions of women's acceptable roles define women's status.
- Women's equality compared to men can generally be a measurement of their ability of exercising influence and power over themselves and others and their access to societal resources and rewards.
- Indicators of women's status.

Demographic

- Sex ratio, mortality, morbidity, fertility, rate etc.

Economic

- Economic participation of women by type and level of activity, employment, wages and earnings.

Political

- Political participation of women in decision making as voters and legislators.

Social

- Indicators of foeticide, infanticide, child marriage, purdah, sati, crimes against women, sexual harassment, dowry deaths, desertion, obscene depiction in media etc.

Educational

- Participation of women in education by levels and by types of education - colonial legacy of under development of women's education, both quantitative and qualitative.
- Discussion of existing status systems and introduction of western concept of female education. Interaction of western education and indigenous social structures of gender, caste, class, ethnicity, religions leading to differential outcomes.
- Women's education in post colonial, post feudal societies and the role of social, economic and political policies on education and the status of women.
- The variants: The Anglo Saxon and other Industrialised Nations, Latin America, early to industrialise and develop educationally, women's roles, dominated by the Spanish 'machismo' ideology; Caribbean, predominantly ex-slave societies of African origin, continued economic self dependence among women to the point of exploitation not perceived by many women themselves - girls outstripping men in enrolments.

Africa - late colonial incursions - late to receive independence - under development of the Continent - catastrophe of colonial education/rule-displacement of women from traditional, social, political and economic structures.

From traditional socialisation of land and production to individual membership-newer hierarchical organisational structures.

Variations on account of ethnic, religious and socio economic diversities.

- Women's educational participation higher in Southern Africa lower in North and Sub-Saharan Africa - poverty a major determinant in general, religion also a barrier, future trends.

Asia and the Pacific - marked by social, economic, cultural and political diversities - female literacy and participation higher in East Asia, South East Asia and the Pacific with the exception of Papua New Guinea, extremely poor in South Asia.

- The illiteracy and the poverty bowl steeped in the tradition of patriarchy and conservative religious ideologies; exceptions are Sri Lanka and Maldives, both characterised by egalitarian gender structure although with differing religious following persuasion; the high performance of poor income. Lao and Vietnam, Low income China, Phillipines; Sri Lanka on universalisation of basic education, and consistent record of high performance of Phillippine women at all levels of education, girls outstripping boys.
- Analysis of historical factors and forces and political ideologies and their impact on women's education and status.

Methodology

Lecture cum discussion with the help of - World map, Transparency, Film.

MODULE 101

Theme 101.4: Status of Women in India: An Overview

Expected Outcome

The participants will:

- acquire knowledge about status of women in India during different periods of History.
- learn about women's contribution to the freedom struggle.
- analyse diversities and disparities regarding status of women in modern and contemporary India.

Content Points

History of a country is important to know its developmental processes.

- A survey of historical records and evidence points to the fact that status of women has changed from time to time.
- Status has been different from period to period, from region to region and even from age to age.
- In spite of commonalities, there are culture, caste, class and region specific socialisation patterns.
- Worship of female deities has been there in Indian mythology. Names of female deities are invoked before the male deities - Gauri Shankar, Radha-Krishan, Sita-Ram.
- Lot of respect and concern for women in vedic period/post vedic period. Contributions of Mudgalami and Vishala excelled in military science while Lopmudra, Ghoshna and Apala contributed to scholarship and philosophy.

- Brahmnical period and the period of upanishads experienced some negative developments like strong son preference, Sati and enforced widowhood, anxiety to parents on account of their daughter's marriage.
- In the post vedic period caste system was established. Manu's code was against women's freedom and equality.
- Muslim and Mughal periods led to complete seclusion of women.
- Social evils like female infanticide, early marriage, enforced widowhood (after abolition of Sati), purdah, Devadasi system, denial of education to girls lowered the status of women.
- Modern Indian period saw improved status of women due to social reform movements and participation of women in the freedom struggle, framing of the Constitution.

Contemporary period sees improved status because of legal equality, participation of women in the economic, social and political developmental processes. There is however a serious threat to the status of women due to declining sex ratio!

Methodology

Lecture and discussion.

MODULE 101

Theme 101.5: Women's Education and Development in India: Policy and Planning

Expected Outcomes:

The Participants will

- acquire knowledge about various policy formulated by the government after independence.
- appreciate that planning in India has derived its focus from the constitution.
- be able to compare educational development of women with the broad policy frameworks.

Content Points

- Policy - It has been largely derived from the constitution which provides equality to women, empowers the state to take special measure to neutralize the cumulative social, economic, educational and political disadvantages - special provision mentioned in fundamental rights, Directive Principle of State Policy. Various commissions and committees were appointed for women's development.
- Durgabai Deshmukh Committee on Education (1959) - its suggestions became a policy document, guiding the subsequent five year plan. It emphasised undifferentiated curricula for both boys and girls. Emphasised that education of girls should be treated as a special problem.
 - Hansa Mehta Committee (1962-64) - suggested co-education be adopted as the general pattern at the elementary stage. Women teacher to be appointed in boys school to encourage girls enrolment, common curricula for boys and girls at elementary stage, home science as common core subjects for boys/girls.

- Committee under the chairmanship of M. Bhaktavatsalam (1963) - analysed cause of lack of public support to girls education in rural areas. Mentioned that attention should be given to girls education at all stages and in all sectors as an integral part of the general programme for expansion and improvement of education.
 - Indian Education Commission (1964-66) - reviewed education in totality. Special attention was given to women's education. Fully endorsed the recommendation of earlier commission. Funds were made available to women's education on a priority basis emphasised on the need of separate school, subsidized transport and preference in scholarships.
 - National Policy on Education (1968) - stated education of girls should receive emphasis. Equality of educational opportunities was emphasised.
 - National Committee on Women's Education (1970) - priority should be given to women's education in future, discrimination between boys/girls to be curbed, government launch programme for girls education, tackle problem of women teachers.
- National Policy on Education - 1986 - most revolutionary statement on education - stated education will be used for raising the status of women. Education will play a positive, interventionist role in empowerment of women, removal of women's illiteracy and obstacle inhibiting their access to, and retention and primary education will receive overriding priority.**
- National Perspective Plan for Women (1988-2000 A.D.) - Stressed on the need for training as systematic human resource development. Area highlighted were education, health, employment, social welfare, legislation, media and communication.
 - Equality of sexes was stressed.
 - Five Year Plans - First five year plan (1951-56) - welfare oriented, setting up of Central Social Welfare Board (CSWB) 1953, undertook welfare measure.
 - Second five year plan (1956-61) women were organized into Mahila Mandals to act as focal points at the grassroot levels for development of women.

- Third, Fourth, and other Interim Plans (1961-74) accorded high priority to education of women - measures to improve maternal and child health services, supplementary feeding for children and nursing and expectant mothers.
- Fifth Plan (1974-78) - shift in approach for women's development from welfare to development. New approach aimed at integration of welfare with developmental services.
- Sixth Plan (1980-1985) - Landmark in the history of women's development. It received recognition as one of the developmental sector and was included in Sixth Plan document as a separate chapter. Adopted multi-disciplinary approach with a three-pronged thrust on health, education, employment.
- Seventh Plan (1985-90) - developmental plan for women continued. A significant step was to identify/promote beneficiary - oriented programmes for women in different developmental sectors which extend direct benefits to women.
- Eighth Five Year Plan (1992-97) - ensures that the benefits of development do not bypass women. Approach of the Eighth Plan marks shift from 'development' to 'empowerment' of women.

Methodology

Lecture cum discussion method.

MODULE 101

Theme 101.6 : Women and Economy

Expected Outcomes:

The participants will be able:

to understand the position of women in the Indian economy.

to appreciate the contribution of women to socio-economic development.

to identify the social, cultural, educational and administrative barriers to women's productivity.

to get familiar with the ongoing programmes and schemes of development sector for raising the socio-economic status of women and also the legal provisions of safeguarding their participation in economy.

Content Points

- "Men's work ends at setting sun, yet women's work is never done", an old English Couplet.

Women's Work

Women do three types of work:

- Non household employment for wage work or self employment.
- Self employment in agriculture and household based industries.
- Domestic work - All women do domestic work.
- Women fill multiple roles, functioning not only as consumers, but also as producers, home managers, mothers and community organizers.

- In 1990, out of 828 million women officially estimated to be economically active, 56 per cent lived in Asia and 5 per cent in Latin America and the Caribbean. These statistics do not include much of the agricultural work done by women in the developing world, nor do they include domestic work.
- Since end of the UN Decade for Women in 1985 there have been calls for a radical overhaul in the way of women's work is measured.
- In 1982, the International Labour Organisation (ILO) elaborated on international standard definition according to which the economically active population includes all persons of either sex who provide labour for the production of economic goods and services. All work for pay or in anticipation of profit is included. In addition, the standard specifies that production of economic goods and services includes all production and processing of primary products, whether for the market, for barter or for home consumption.
- In India as a result of this redefinition of economic activity, 88 per cent women are placed in the economically active category using the new ILO criteria.
- ~~Methodological~~ Methodological problems persist but it is argued that if domestic work were to be quantified, it contributes upto 40 per cent of the gross national product of industrialized societies. Pakistani rural women spend 63 hours a week on domestic work, developed world women spend 56 hours.
- In Africa, 75 per cent of agricultural work is done by women who produce and market upto 80 per cent of the food. Asian women account for half of the agricultural labour force, so in Eastern Europe:
- According to the Census data, the work participation rate (i.e. the proportion of employed or total workers to population) of females steadily rose from 14.22% in 1971 to 19.67% in 1981 and to 22.27% in 1991.
- The rise in work participation of rural females has been even steeper from 15.92% in 1971 to 26.79% in 1991. The rise in work participation of urban females over the two decades is somewhat less impressive. During the 1991 Census, conscious efforts were made to count women workers

more completely and remove their invisibility. This could be one of the reasons for the increase reflected in the work participation rates between 1981-1991.

- It is significant to point out that women constituted 90% of the total marginal workers. Regional variations are wide - the female total work participation rate ranging from as high as 34% to as low as 4% among the major States.
- The distribution of female main workers by industrial categories shows a change in the pattern of activity of females between 1981 and 1991. Cultivators among main workers have increased from 33% to more than 34% in 1991 and agricultural labourers, have declined from 46% to almost 45%. This shift is seen both in rural and urban areas.
- In the household manufacturing industry, the percentage of female main workers has decreased from 4.6% in 1981 to 3.5% in 1991. The corresponding decrease in urban areas is from 10.4% to 7.5%. Another significant change is the increase in percentage of main workers in "Other Services" from 6.9% to 8.3% and the corresponding changing in urban areas from 37% to 40%.

Women's employment in the organised sector has revealed significant increase from 1.9 million in 1971 to 4.0 million in 1993, constituting 14.6% of the total employment of 27.18 million. Of these 2.47 million women i.e. about 62% were employed in the public sector and 1.6 million i.e. 38% in the private sector. As compared to women in the organised sector, the representation of men is almost six times more. About 56% of women's employment in the organised sector is in community, social and personal services, 16% each in transport, storage and communication and financing, insurance, real estate and banking services. Of the total employment of women, the organised sector employment forms only 4% whereas, for men, organised sector employment constitutes 10% of total employment.

- A matter of great concern is the unemployment rates for female workers in recent years. The rate of unemployment is more significant for urban females at 4.7% compared to 0.3% for rural females. The same trend is visible for current weekly status of unemployment, which stood at 2.1% for rural females and 5.3% for urban females in 1990-91. The unemployment rates for current status also presents a similar trend, i.e. in-

creasing for urban females even more than urban males and almost stagnant for rural females.

- At the end of 1994, the number of women on the live register of the Employment Exchanges in the country was 80.90 lakhs as against 78.50 lakhs at the end of 1993.
- Women are producers - make up a third of the labour force. When expanded domestic work in dairy, poultry, kitchen gardening, collection of fuel or fodder are included - work participation rate totals 51%, only 13% below male rate.

Studies Show

- Poorer the family, the more it depends on the economic productivity of women.
- India invests far less in its women workers compared to men workers.
- Women receive a smaller share of society's resources; less endowed than men with health care, education and productive assets that could increase their productivity.

Women's nutritional levels are lower than men's, more women die than men before the age of 35.

Six out of every ten women are illiterate, there are million female illiterates compared to million male illiterates. Therefore, there is an excess of 70 million female illiterates over males in a population where males exceed women by 32 millions (1991 Census). Regional disparities are stark ranging from 20.44% in Rajasthan to 86.17% in Kerala. Districts have less than 25% rural female literacy, compared to only one urban area.

- 90% rural and 70% urban women workers are unskilled. Women unlike men lack bureaucratic control to make the system work for them.
- Gender an overriding factor in distribution of societal resources, in the approach to development in policies and programmes.
- Women targeted for certain outputs - food, shelter, family planning. It is ironical when women are growers of food/farm products.

- Increase share of family income on food and health care of children, for reproduction of healthy labour force. Raise household productivity, household incomes leading to increased productivity and growth in key economic sectors. Economic success of women will improve their life and that of all India.
- Education and training of girls and women is considered as the key to national development. It raises the productivity through direct participation of educated informed women in economic activities and indirectly through improved health and nutritional status of children who are the future labour force. Economic empowerment is the spring board for women's equality.

Methodology

Lecture-cum-discussion.

Use of transparencies along with the lecture.

Transparency 101.6.1

Percentage of Economic Active Population

1901 - 1991

	Male	Female
1901	61.1	31.7
1911	61.9	33.7
1921	60.5	32.7
1931	58.3	27.6
1941	54.0	23.3
1951	--	--
1961	57.1	27.9
1971	52.8	14.2
1981	53.2	20.9
1991	51.5	22.7

Transparency 101.6.2

INDIA

Work Participation Rates - 1991

Total Workers	37.46
Male	51.55
Female	22.25
Main Workers	34.10
Male	50.93
Female	15.93
Marginal Workers	3.36
Male	0.62
Female	6.32
(Excluding J&K)	

WORK PARTICIPATION RATES - INDIA
(1971-91)

Years	Rural/Urban	Work Participation Rate		
		Persons	Males	Females
1971	Total	34.17	52.75	14.22
	Rural	35.33	53.78	15.92
	Urban	29.61	48.88	7.18
1981	Total	36.70	52.62	19.67
	Rural	38.79	53.77	23.06
	Urban	29.99	49.06	8.31
1991	Total	37.50	51.61	22.27
	Rural	40.09	52.58	26.79
	Urban	30.16	48.92	9.19

WOMEN IN THE ORGANISED SECTOR

(IN LAKHS)

	Public Sector		Private Sector		Total	
	Men	Women	Men	Women	Men	Women
1971	98.7 (92.0)	8.6 (8.0)	56.8 (84.0)	10.8 (16.0)	155.6 (89.0)	19.3 (11.0)
1981	139.8 (90.3)	14.9 (9.7)	61.0 (82.5)	12.9 (17.5)	200.5 (87.8)	27.93 (12.2)
1991	167.1 (87.7)	23.4 (12.3)	62.4 (81.3)	14.3 (18.7)	229.5 (85.9)	37.81 (14.1)
1993	168.4	24.7	63.0	15.5	231.4	40.27

(Figures in Parenthesis indicate percentages)

Transparency 101.6.5

UNEMPLOYMENT RATES BY SEX

Year	Male			Female		
	Usual Status (UPS)	Usual Status adjusted (UPSS)	Current Weekly Status	Usual Status (UPS)	Usual Status adjusted (UPSS)	Current Weekly Status
RURAL						
1972-73	NA	12	30	NA	5	55
1977-78	22	13	36	55	20	41
1983	21	14	37	14	7	43
1987-88	28	18	42	35	24	44
1989-90	16	13	26	8	6	21
1990-91	13	11	22	4	3	21
URBAN						
1972-73	NA	48	60	NA	60	92
1977-78	65	54	71	178	124	109
1983	59	51	67	69	49	75
1987-88	61	52	66	85	62	92
1989-90	44	39	45	39	27	40
1990-91	45	45	51	54	47	53

MODULE 101

Theme 101.7: Women and Polity

Expected Outcomes:

The Participants will:

- acquire knowledge about the actual participation of women in political issues.
- discuss the various factors inhibiting their political participation.
- acquire information about various constitutional provisions enabling a greater political participation for women.

Content Points

- Political participation refers to the involvement of women in political activities of the country eg. voting at polls, lobbying, supporting pressure groups or legislators, participation in political party activities and women's organisations, working at grass root level like Mahila Mandals, Zilla Parishads, Block Samitis, Village Panchayats etc.
- Political participation of women at various levels:
 - a. in freedom struggle and in drafting Constitution of India.
 - b. as voters under universal adult franchise.
 - c. since independence as political party candidates, legislators, in local government, in Trade Union Organisations or other interest groups and as members of activist groups.
- Statistics indicate that in 1991, 15.5 percent of total members in Rajya Sabha were women and 7.2 percent of total members in Lok Sabha were women. Considering that equality of opportunity is guaranteed to both men and women, under Constitution of India, political participation of women as legislators in Parliament is dismally low.

- The number of women contestants in Parliamentary election has also not increased over the years. Political parties are still reluctant to field women candidates. Though this is not borne out by facts but general observation.
- Even in position of power, women ministers are often given welfare oriented portfolios - women and child development, culture and youth, health, atrocities against women and other "Women's issues". Strategic portfolios like defence, science and technology, finance, foreign relations are still male dominated.
- The path breaking 73rd Constitutional Amendment Act of 1993 has heralded a new era in decision making process bringing more women in local government at grass root level.
- This Act directs all state legislatures to introduce a three tier system of local governance from the village to district level. Each Panchayat is to have a uniform five year term and election are to be held to constitute new bodies before the term expires. One third of the total number of seats is reserved for women. One third of the chairpersons of Panchayats at all levels are to be women.
- The 74th Constitutional Amendment Act extends similar provisions as the previous one, to urban Local Bodies Municipalities and Notified Area Authorities.

The Barriers

- Patriarchal control in all aspects of life severely limits potential and scope of women's actual and defacto participation in public life.
- Multiple burdens of household chores, child rearing, career activities make it difficult for women to avail of this significant change.
- Current political climate, criminalisation, corruption, dominance of muscle power and violence put a deterrent on political participation of women.
- Lack of awareness of avenues of political participation again keeps women ignorant and politically apathetic.

- More significantly, a lack of orientation, training and sensitisation inhibits them from fulfilling their duties as power wielders. Their representation thus ends up as mere and futile tokenism.
- Underlying all these factors is the social conditioning and socialisation practices which curb women's aspirations for decision making position.

Making women effective participators in political process - How?

- Unfortunate irony of having adequate constitutional and legal provisions ensuring participation to women in all developmental processes and yet having abysmally low participation of women in political arena.
- Barriers to participation, attitudinal, institutional, cultural and social which do not let women participate fully need to be identified and removed.
- Creating a suitable environment for free and fearless participation of women is a necessary precondition.
- To equip women with necessary training to shoulder responsibilities which political participation entails and enable an effective exercise of power. They should be able to make their presence felt in structured decision making and institutions.
- Gender sensitization programmes at all levels to facilitate acceptance of new roles assigned to women.
- Identifying women's needs at micro level and constant feedback after implementation of policies will help women's concern gain political prominence.

What does the 73rd Constitutional Amendment Act Promise?

- Women will be a part of the government in their area, at village or district level.

- In states of West Bengal and Karnataka, women have gained more than the number of seats reserved for them. In other states, the quota has been filled. This is a significant change factor.
- More participation of women in the democratic process strengthens the quality of civic life.
- With more women at different levels, women's issues will be transformed into societal issues and will affect public policy.
- Women receive training in leadership, participatory planning administrative skills, expertise and finally a supportive empowerment through emergence of increased self confidence.

On The Anvil

- The Bill before the Parliament which ensured. 1/3 membership of state legislature and parliament to women.

Methodology

Lecture discussion method using transparencies.

MODULE 101

Theme 101.B: Women and Environment

Expected Outcomes:

The participants

- will understand the concept of environmental degradation and its effect on human in general and women in particular.
- will discuss the role of women in environmental protection.
- will discuss strategies to improve women's participation in environmental protection.

Content Points

- Ecological degradation effects women, primarily.
- Depleted water sources and disappearing forests mean longer and arduous treks to collect fuel and water.
- Cultivation of cash crops for commercial purposes eat away into forest cover pushing away natural resources further and further.
- Ecological deterioration such as creeping desertification, encroachment of saline water again affect the home maker.
- Six percent of India's population is pastoral and nomadic, degradation of pasture land increases work load on landless pastoral women.
- Increasing population and decreasing natural resources make survival conditions difficult for women. Collection of minor forest produce and medicinal herbs have provided extra income and valuable nutrition to tribal and rural women, a retreating forest cover again impoverishes women.
- A study has shown that in domestic activities alone women contribute half of the total human hours spent, men and children about a quarter each. This statistics

itself explains the predicament of hapless women, additionally burdened by a rapid environmental deterioration.

- Pollution, contaminated drinking water, garbage spreading slums and accumulating non degradable present a hazard to the weakest of all - women and children.
- Mega development and water management projects displacing people put maximum strain on women, children and elderly.
- Massive deforestation has resulted in mass migration of male population to urban areas for employment, leaving behind women fending for basic needs.
- Rural women, who are involved in agricultural activities are also subjected to high risk exposure to toxic chemicals like DDT, BHC, Diandrin etc. used as pesticides. Smoke caused by burning of fuel is yet another health hazard for rural women.
- The gender difference in interacting with the environment is obvious from this statement, "Men cut down trees for profit and women collect twigs and biomass for their daily needs".
- Women have directly or indirectly been the saviour of biodiversity. In addition to preserving culture and folklore have been inextricably inter women with the environment.
- Their 'friendly interaction' with the ecology fulfils their needs of food and fuel and does not lead to an irreversible environmental catastrophe.

What needs to be done?

- Women have to be recognized as active participants in eco system management and control of environmental degradation.
- Women, once mobilised, also account for highest tree survival rates in afforestation efforts. Thus their efforts to be utilised for an environmental reconstruction.
- Environmental education at all levels to create an awareness about environmental degradation. A specific gender focus in environmental education should not be lost. A woman can become the first environmental educator for her children and others.

- This vital feminine approach to development process brings about a richer and deeper ecological insight. They are the first to see the connections between people's health and health of eco system. This is especially true of Third World Societies.
- Women have extensively utilized the biodiversity to ensure survival of their communities. This needs to be highlighted and publicized Environmentalism is becoming a viable vehicle ensuring women's participation in decision making processes.
- Women all over the world are now rebuilding ties with nature. This feminine perspective on development and environment is an important tool for stopping an incessant ecological decay and needs to be utilised heavily.
- Promote non conventional sources of energy in rural and remote areas to reduce drudgery of women.
- More importantly, disseminate information about these new technologies especially among rural women.
- Encourage grassroot participation of women in energy needs assessment, technology and energy conservation and management efforts.
- Any action planned for development to be evaluated and examined for sustainability before being implemented as burden of displacement and depleted resources is borne on the women's head.

Methodology

Lecture cum discussion using transparencies extensively.

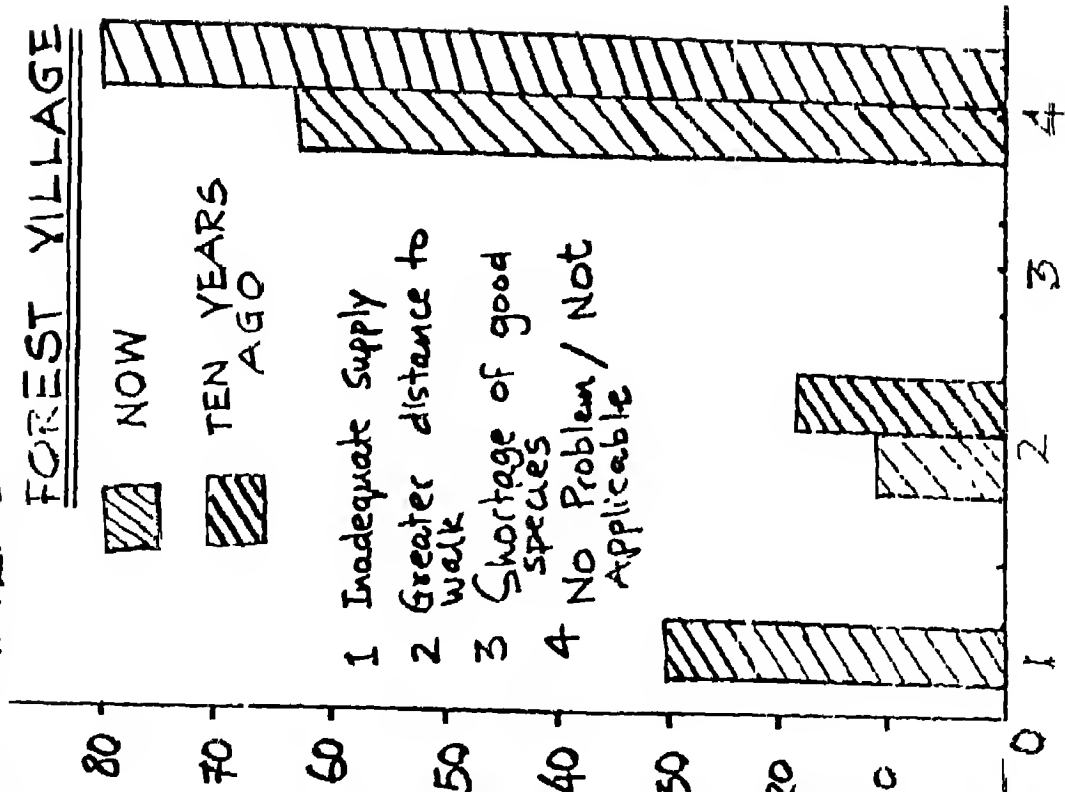
PROBLEMS OF FUEL-WOOD COLLECTION IN DIFFERENT ECO-SYSTEMS

%

NON-FOREST VILLAGE

NOW
TEN YEARS AGO

80
70
60
50
40
30
20
10
0

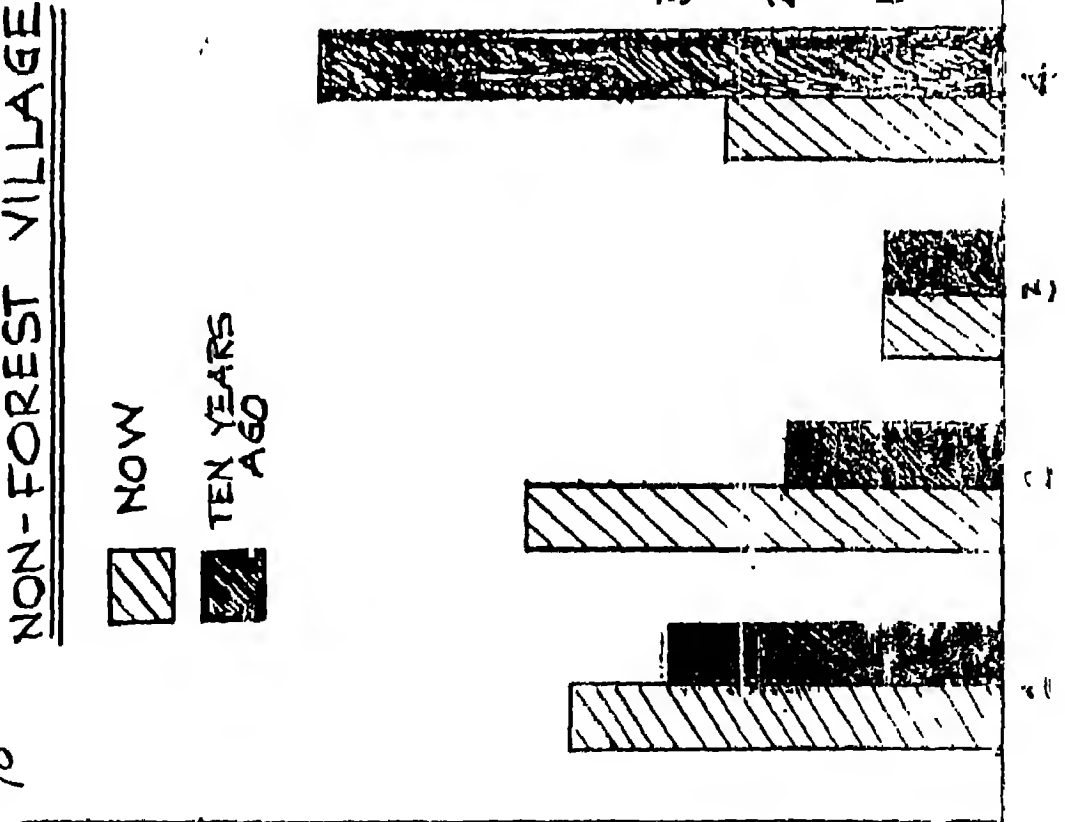


FOREST VILLAGE

NOW
TEN YEARS AGO

1 Inadequate supply
2 Greater distance to walk
3 Shortage of good species
4 No Problem / Not Applicable

80
70
60
50
40
30
20
10
0



MODULE 101

Theme 101.9: Women and Health

Expected Outcomes:

The participants will:

- understand the inter linkage between women, health and quality of life of family, community and nation.
- learn that women's concerns especially health and well being needs to be addressed from an all encompassing view point, keeping the approach holistic and integrated.
- learn data and statistics recording women's health.

Content Points:

- Constitution of WHO defines health "a state of complete physical, mental and social well being and not merely the absence of disease or infirmity".
- In a society where resources are scarce, the needs of the Girl child are the first casualty. She is ruthlessly ignored in matters of health care, nutrition and immunisation, as a result she gets poor food, insufficient nutrition and inadequate medical care.
- Discrimination which begins in the womb and continues through out a female's life cycle, if she is allowed to be born, has grave repercussions for the development potential of a nation. High infant mortality rate and high maternal mortality rate and a consequent low sex ratio and low life expectancy among women, cripples 50 percent of population and retards growth of nation.

- Despite being biologically stronger than boys, almost 300,000 more girls die annually.
- Every sixth female death is specifically due to gender discrimination.
- Every year about 12 million girls are born in India; 3 million or 25 percent do not survive to see their 15th birthday; 1/3 of these deaths take place in the first year of life.
- Age specific death rates reveal that upto age of 35 years more females than males die at every age level.
- Region, religion, caste and poverty exercise an influence over mortality rates; the lower the status of women, the lower the expectation of life at birth.
- 'Culture of silence' instilled in women through gender conditioning within family, which makes them put a low premium on their general health and nutritional requirements. They prefer to suffer in silence as they bear even endemic diseases and do not seek medical help.
- This stoical acceptance of their fate tells on the potential of the children they bear and rear, jeopardizing development scenario for both present and future generations. Viewed from a developmental perspective it is simply a gross wastage of human potential.
- A low nutritional status among women results in anemia, physical stunting, impaired immune function, reproductive failure, maternal death during child birth.
- Gender disparity in food and nutrition intake affects women especially those from the weaker sections of society. For instance, every day rural women walk long distances to fetch water - a task which burns 450 calories and just one of many daily responsibilities in these women's lives. One can deduce the debilitating deficiency which these multitude of essential chores inflict upon these "ill fed" women.
- This perpetuates a vicious inter-generational under nourishment cycle, wherein under nourished girls grow into under nourished women.

- Thus it is no surprise that out of every two deaths among women of reproductive age is pregnancy related.
- Our skewed socialization pattern, cultural norms and perceptions defeat the biological head start which females are naturally endowed with. "Their environmental disadvantage far outweighs their genetic advantage".
- The onus of reproductive responsibility is put on women. Birth control programmes are 'women centred', thus absolving men of their responsibility for fertility control. Men need to be addressed by family planning programmes to the same extent as women do.
- Exploitation and sexual promiscuity again make women excessively vulnerable to HIV/AIDS especially Asian women who due to low educational status, ignorance and a mutilated self concept are an easy prey for sexual exploitation.
- Policy makers and programme planners in their 'one sided vision' view women's health only in relation to their child bearing role. This narrow view has tragic consequences not only for women but for entire nation. A broader and integrative approach is needed where women's health is seen in relation to their social, cultural, economic and physical environment. Reproduction, per se, is just a facet of a woman's being and by no means is the totality of their personality.
- Health services do not meet the needs of adolescents, the primary focus is on children in 0-5 age group and on pregnant and lactating mothers. This accounts for low health status and low health facility for adolescent girls. This negligence hampers the constructive development of girls stepping into adulthood.
- Women are engaged in unorganised, unreported and hazardous industries, mainly household and cottage industries exposing themselves to more vulnerable literatures. These occupations include carpet weaving, beedi making, zari making, lock making, gem polishing, fisheries, electronics, dye making manufacture of fire crackers etc. In match making industry 90 percent of children employed are girls below age of 14 years. This leads to health hazards such as respiratory, eye and orthopaedic conditions. In addition there is also the danger of casualties due to accidents.

- Massive deterioration of social values leading to female foeticide and infanticide, more aptly termed as "gynocide". Son preference and devaluation of girl child are mutually interacting, both concepts reinforcing each other negatively. An aberration even in a society, which already does not give value along with food, health care, affection and status to the female, now seeks to nip life before she born. Between each census, million of girls are "missing" from Indian population.
- Association of greater gender equality better educational status of women with a better health status for women. Fertility levels tend to decline with advances in the overall level of human development, and especially with improvements in levels of female literacy. Women's empowerment and their fertility behaviour go hand in hand. This is highlighted by the following data. Average age at marriage for women was 25 year in Manipur and 22.1 years in Kerala (both progressive states as far as female literacy is concerned) compared to Bihar and Rajasthan where average age at marriage was only 18 years and 18.4 years respectively (1992-93).

Methodology

Discussion of content points with help of transparencies depicting health statistics and data.

MODULE 101

Theme 101.10: Women and Media

Expected Outcome

The participants will be able to:

- analyse the existing portrayal of women in media;
- discuss the negative impact of distorted portrayal of women through media;
- understand the positive role which media can play to promote gender equality in women's development and empowerment;

Content Points

- Media can be broadly categorised into two parts: print and electronic media. Print media includes newspaper and magazines whereas electronic media consists of audio-visual aids such as television, radio, video films etc. It is the latter which creates more sensation and distorted images because of its audio-visual appeal. Another peculiar form is the folk media, relevant for rural areas which perpetuates a value system through folk lore, lullabies, nautankis and street plays. Media also includes school textbooks and other curriculum transaction material.
- Our cultural value system, agents of socialisation such as family, teacher, peer group etc. carry impactful messages and can be called 'indirect' media influences.
- The all pervasive, invisible and subtle functioning of media, influences our process of socialisation and moulds ideology and thinking.
- Media has both a positive and negative influence on self perceptions of people. As far as women are concerned, media through the message it delivers has perpetuated and severely negative self image.

- Through a selective reinforcement, certain values, attitudes and behaviour are formed which either maintain the conservative status or degrade women even more.

- Some examples of this denigration are:

Male	Female
Superior	Inferior
Active	Passive
Provider	Dependent

Media and many more of this kind lead to stereotyping of women as docile, self effacing, sacrificing, obedient, demure and submissive.

- By reinforcing and glorifying "sacrificing womanhood", the media makes it doubly more difficult for women to break out of these prescribed norms and code of conduct.
- Marginalisation of Women's Issues. Besides creating a distorted self image, it remains silent on women's concerns and interests, such as their productive and economic role, women's oppressions etc.
- This has an adverse effect on decision making and policy planning on various issues of women's development which are not considered important enough, due to lack of representation of women's interests by media. These misconceptions lead to inappropriate planning for women.
- Perpetuation of sex stereotypes through educational media such as textbooks and other reading material.
- Promotion of predominant sex-stereotypes through textbooks, playground programmes, curricular activities, affects the girl child's self esteem and motivation.
- Advertising uses women as baits for selling commodities. Leads to development of convoluted images, which makes women "mere objects".
- Examples of media misrepresentation: - In a country where 36 per cent of agricultural workforce is female, women continue to be projected as predominantly non-producers.

Statistics tell us that 1/2 the world's food is produced by women but model farmers are still men and programmes on agriculture still reach out to men.

Family planning programmes give massive importance to women, again making them the target of a sexist bias.

- 50 percent of rural women in our country are directly involved in economic activities, but does the media portray this fact?
- Contradiction between state policy which claims to focus on the girl child and the world of advertisements which depict women with a primary obsession of washing powders, detergents, pressure cookers, fairness cream and cosmetics.
- Rabid information invasion and cultural onslaught from open sky policy which puts on a pedestal everything western, be it permissiveness, loose morality, scanty clothing and obscene gestures and body language.
- Promising media shift through tele serials such as Udaan, Adhikar etc. and a revolutionary new wave cinema (Subah, Anth, Riharee) which seek to break stereotyped images and portray women as assertive, ambitious and evolved persons.

What the Media can do?

- Bring about positive portrayal of women which reflects the needs and aspirations of women in our country.
- Help bring about a healthy and sound value system by inclusion of gender perspective.
- Develop and disseminate information "throwing right" on women, to influence policy makers and planners.
- Highlight women in non traditional occupation.
- Equal coverage to both rural and urban women, to cut across the class bias.
- Advertisements to depict gender sensitivity e.g. portraying household chores being shared by men and women; not laying a premium on physical beauty etc.

- Media follows prime time news but gives it up once its old and no longer makes headlines. Follow up on cases of women's atrocities necessary to build up public opinion. It should play a continuous, powerful and investigative role in matters of women's interests.
- Media planning to involve more and more women and to have gender sensitisation programmes so that messages, whether audio-visual or printed give women their rightful place.
- Most important is 'media monitoring' by the people to critically evaluate the media's messages, to internalize the positive and reject the negative messages.

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MODULE 102

Education and Socialisation of the Girl Child

Duration: 18 hrs.

Rationale

India's child population constitutes 42% of the total population. For the success of any development strategy for the empowerment of women, special focus would be necessary on the child population with particular reference to the 'girl child'.

The continuous deprivation and discrimination of the girl child has led to her low self image, lack of leadership and decision making qualities and particularly complacent personality. All efforts to improve and raise the status of the girl child would fail, unless a proper understanding and insight into the problems associated with socialisation and child rearing practice are achieved.

Data collected and analysed against the background of demography, health, nutrition and socio-economic indicators would serve as a data base and provide relevant information for formulation and implementation of action based programmes through which would emerge the barriers and gaps for interventional strategies.

Part I of the course deals with the situational analysis of the girl child in India.

Part II deals with the holistic development of the girl child which is very essential towards the development of proper adult roles and her empowerment.

Purpose

The purpose of this module is:

- i. To understand the developmental pattern of the girl child in terms of health, nutrition, education and socio-cultural factors.
- ii. To analyse child rearing practices, socialisation and their effect on the development of the self concept and other personality dimensions of the girl child.
- iii. To identify barriers and formulate relevant intervention strategies to raise the status and educational level of the girl child.

Theme

- | | |
|---|-----------|
| 1. The Girl Child in India:
An Overview | 1.30 hrs. |
| 2. Socialisation and Child Rearing Practices | 1.30 hrs. |
| 3. Early Childhood Care and Education (ECCE) | 1.30 hrs. |
| 4. Universalisation of Elementary Education
(Formal and Non-formal) | 1.30 hrs. |
| 5.a. Access to Diversified Secondary and Higher
Education in India | 1.30 hrs. |
| b. Vocation and Technical Education for Senior
Secondary School Girls | 1.30 hrs. |
| c. Women and Higher Education | 1.30 hrs. |
| d. Development of a Guidelines Programme to
Develop Career Potential of Senior
Secondary School Girls | 1.30 hrs. |

Part II

- | | |
|--|-----------|
| 6. Development of Positive Self Concept
in Girls | 1.30 hrs. |
| 7. Leadership and Decision Making Qualities
Among Girls | 1.30 hrs. |
| 8. Communication Skills | |

MODULE 102

Theme 102.1: The Girl Child in India: An Overview

Expected Outcomes:

The participants will:

- acquire knowledge about the prevalence of patriarchal system in most parts of our country which leads to strong son preference.
- understand the neglect of the girl child from womb to tomb especially unequal health care, nutrition and education.
- analyse the role of traditional, cultural and societal practices which lead to unequal treatment towards girls and its consequences.

Content Points

- Indian Constitution founded on a basis of equality, provided a framework within which provisions are available for protection, development and welfare of children.
- Despite all these provisions, the girl child in India has not been given an equal status.
- A life cycle approach indicates that girl in India from conception and birth, through early childhood, school going years, adolescence and womanhood suffer from a strong gender bias and gender discrimination.
- If she is allowed to be born, from the day of birth, a girl is viewed as more of a burden and liability and given meagre share of affection and resources.
- She gets socialised from early childhood to accept male supremacy and grows up looking upon herself as inferior and subservient, entitled to much less of everything than her brothers.

- Inadequate nutritional intake triggers off a cycle of undermentation which lasts her whole life cycle and passes off into next generation.
- She learns to bear pain silently and is often taken to hospital in extremely critical conditions.
- Studies of hospital records show that out of 100 children admitted to hospital, 66 are boys.
- This unequal treatment leads to a damaged self concept.
- The socialisation process which prepares her only for wifely duties and motherhood, does not equip her to be an educated person possessing an individuality.
- Dowry, which is viewed as a compensation for a daughter, who is not given the right to parental property, makes the girl child more of a burden for the parents.
- After being deprived of an equal status in health, nutrition and education she is a family drudge, who looks after younger siblings, cooks, cleans, takes care of livestock, works in household industry, amongst other things. This is especially true of the rural girl child.
- The values which she grows up with become an intrinsic part of her thinking, without questioning. These she propogates them in adulthood and passes this value system to her daughters.
- Need to look at girls as future responsible citizens of the country. Keeping 1/2 the population unhealthy has grave consequences for a developing nation.

Methodology

Lecture cum discussion followed by transparencies, films and clippngs from magazines.

Transparency 102.1.1

SEX RATIO (FEMALES PER 1,000 MALES) : 1901-1991

No	Indian States/ Union Territory	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
1	2	3	4	5	6	7	8	9	10	11	12
	INDIA	972	964	955	950	945	948	941	930	934	929
	States										
1	Andhra Pradesh	985	992	993	987	980	986	981	977	975	972
2	Assam	919	915	896	874	875	868	869	896	910	925
3	Bihar	1,054	1,044	1,016	994	998	990	984	954	946	912
4	Goa	1,091	1,100	1,120	1,008	1,084	1,128	1,068	981	975	969
5	Gujarat	954	946	944	945	941	952	940	934	942	936
6	Haryana	867	835	844	844	869	871	868	867	870	874
7	Himachal Pradesh	884	889	890	897	890	912	938	958	973	996
8	Jammu & Kashmir	882	876	870	865	869	873	878	878	892	923
9	Karnataka	993	981	969	965	960	966	959	957	963	960
10	Kerala	1,004	1,008	1,011	1,022	1,027	1,028	1,022	1,016	1,032	1,040
11	Madhya Pradesh	990	986	974	973	970	967	953	941	941	932
12	Maharashtra	938	966	950	947	949	941	936	930	937	936
13	Manipur	1,077	1,029	1,041	1,065	1,055	1,036	1,015	980	971	961
14	Mizoram	1,015	1,013	1,000	971	958	949	917	912	954	947
15	Nagaland	1,117	1,120	1,109	1,102	1,069	1,041	1,009	946	919	924
16	Nagaland	973	993	992	997	1,011	999	933	871	863	890
17	Odisha	1,037	1,056	1,086	1,067	1,053	1,022	1,001	988	981	972
18	Punjab	832	780	799	815	836	844	854	865	879	882
19	Rajasthan	905	908	896	907	905	921	908	911	919	913
20	Sikkim	916	951	970	967	920	907	901	863	835	880
21	Tamil Nadu	1,044	1,042	1,023	1,027	1,012	1,007	997	978	977	977
22	Tripura	874	885	885	885	836	904	932	943	946	946
23	Uttar Pradesh	937	915	909	904	907	910	909	879	885	882
24	West Bengal	945	925	905	890	852	865	878	891	911	917
	Union Territories										
1	A & N Islands	318	352	303	495	574	625	617	644	760	829
2	Chandigarh	771	720	747	751	763	781	652	749	769	793
3	Dadra & Nagar Haveli	960	967	940	911	925	946	981	1,007	974	953
4	Daman & Diu	995	1,040	1,143	1,088	1,080	1,125	1,169	1,090	1,062	972
5	Dellu	862	793	733	722	715	768	785	801	808	830
6	Lakshadweep	1,063	987	1,027	994	1,018	1,043	1,020	978	975	944
7	Pondicherry	NA	1,058	1,051	NA	NA	1,030	1,013	989	985	987

NA stands for not available

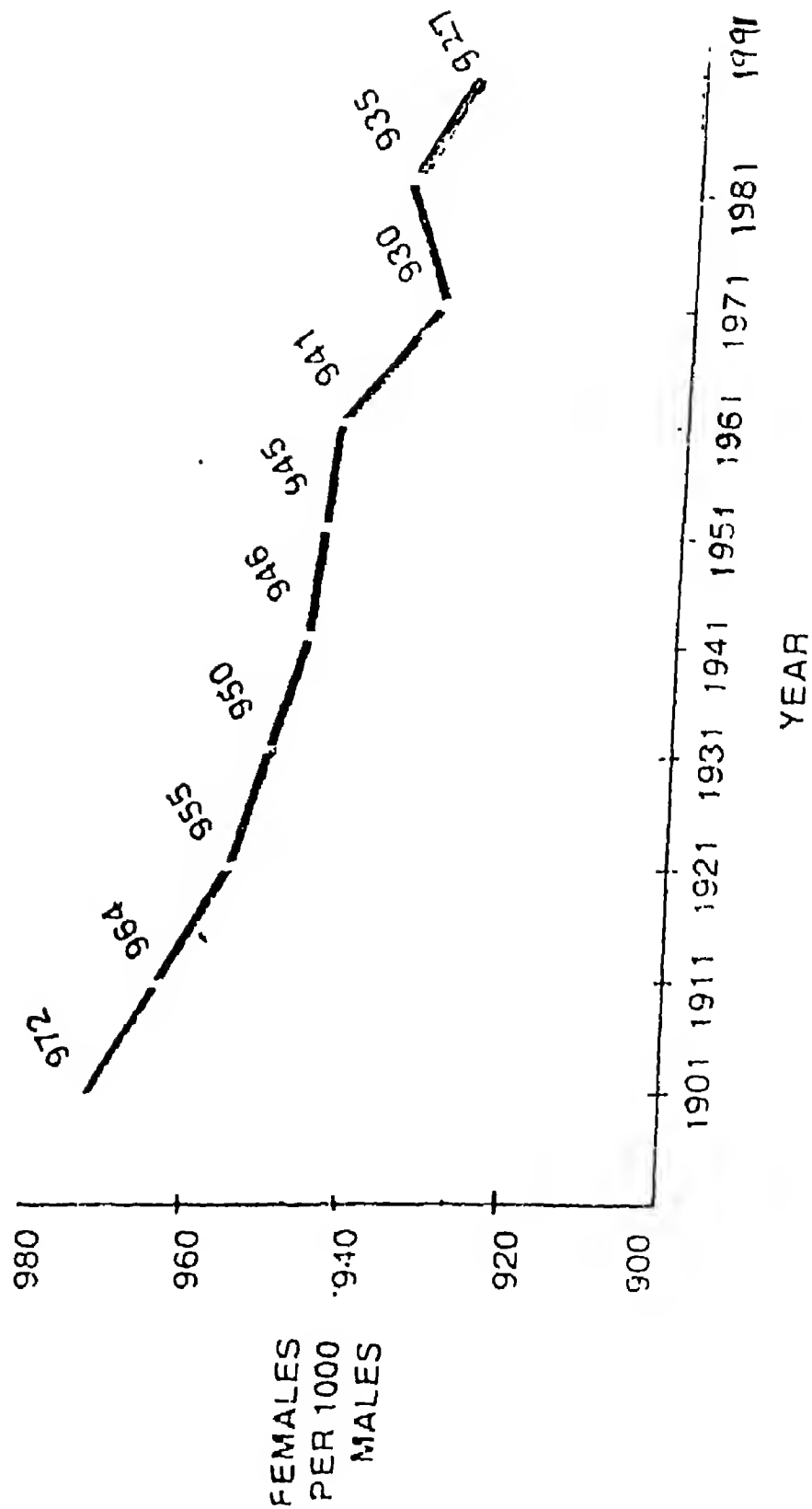
* In Arunachal Pradesh the Census was conducted for the first time in 1961. Hence sex ratio for the earlier censuses is not available

† The sex ratio for Jammu & Kashmir is based on projected population

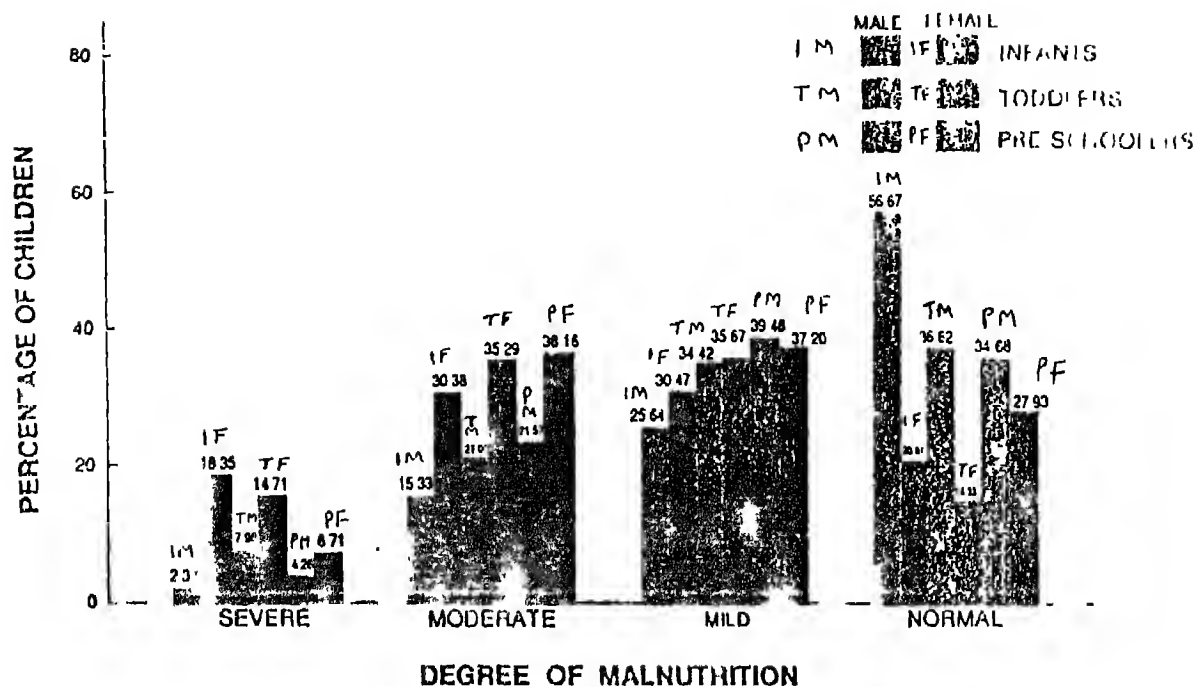
Source: Census of India, Provisional Totals, 1991

Transparency 102.1.1.2

DECLINING SEX RATIO IN INDIA

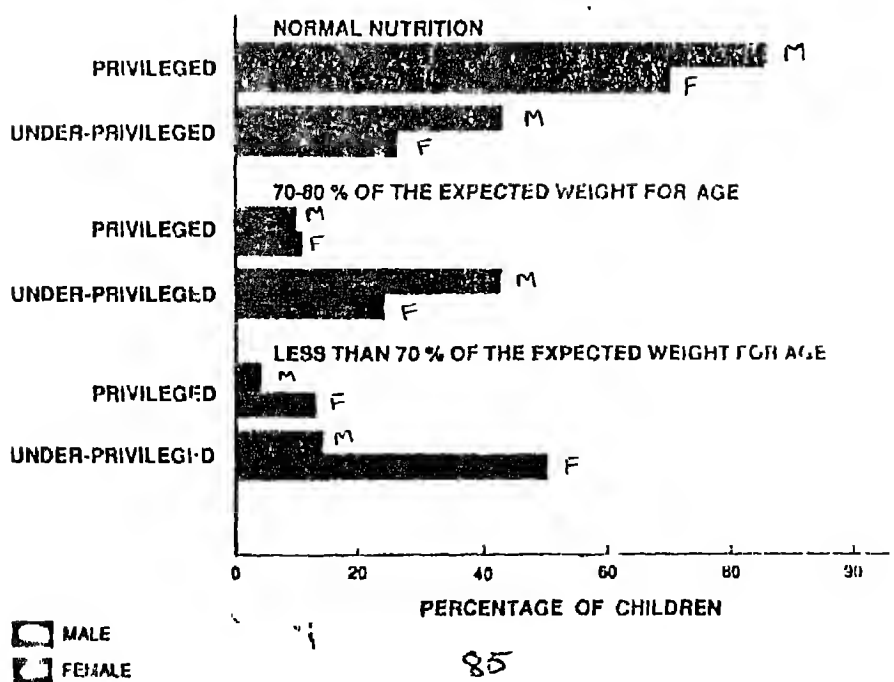


Transparency 102.2.1
MALNUTRITION IN CHILDREN IN PUNJAB
 (INFANTS, TODDLERS AND PRE-SCHOOLERS)



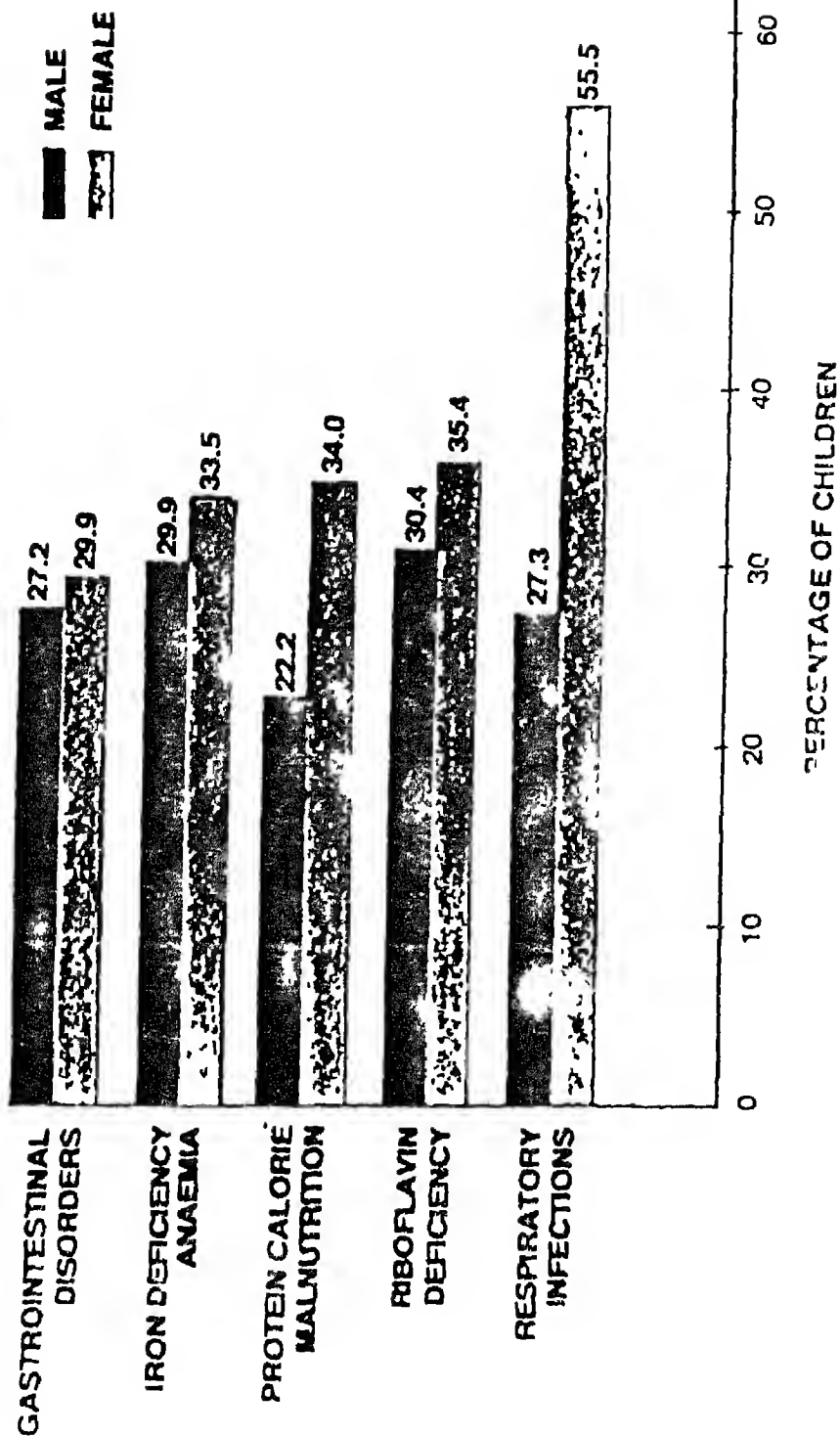
Source: Shanti Ghosh, "Discrimination Begins at Birth", Presented in the Conference on the girl child, UNICEF, 1985

**COMPARISON BETWEEN THE NUTRITIONAL STATUS OF
 MALE AND FEMALE CHILDREN**



Transparency 102.2.2

SEX DIFFERENCES IN MORBIDITY PATTERN OF INDIAN CHILDREN



SOURCE : The less-er Child The Girl Child, MHRD, 1988

RECOMMENDED AND ACTUAL DIETARY INTAKES OF PREGNANT
AND LACTATING WOMEN OF LOW INCOME GROUPS

Nutrient	Intake			
	Pregnancy		Lactation	
	Actual	Recommended	Actual	Recommended
Calories (Kcal)	1400	2500	1860	2900
Protein (gms)	40	55	40	65
Iron (mg)	18	40	18	30
Calcium (mg)	260	1000	300	1000
Vit.A (mg)	304	750	304	1150

Source: ICMR BULLETIN, Vol.4; No.6, June 1974.

MODULE 102

Theme 102.2: Socialisation and Child Rearing Practices

Expected Outcomes

The participants will:

- understand the role of socialisation and child rearing practices in defining the roles of male and female in a society i.e. sex stereotyping.
- acquire knowledge about perpetuation of gender discrimination and stereotyped social roles in education.
- discuss strategies to promote gender equality through socialisation process.

Content Points

- Socialisation means the internalization of values, norms, behaviour patterns of a group into which a child is born. It is continuous life long process.
- Socialisation patterns of group prepare the child for future roles, childhood training and sharing are influenced by the characteristics of a specific culture.
- The child acquires the gender identity through socialisation and rearing practices as also gender stereotypes.
- Various social institutions that influence the individual are family, kinship, religion, polity and education.
- Through socialisation, social roles of male and female individuals are defined e.g. the girls role is reproductive and nurturing while the boys is a productive one.
- In our society there is a gender stereotyping of chores, duties, food, activities, dress, toys etc. which is clearly apparent in day to day life. This is further perpetuated by the kind of traits

associated with boys and girls e.g. girls are thought to be passive, submissive, fragile and conformist in nature while boys are thought to be aggressive, bold, brave etc.

- Perpetuation of stereotyped social roles into school and curriculum - stereotypes are clearly visible in textbooks, curriculum transaction, organisation and management of classes as well as the kind of subjects offered to boys and girls.
- Gender discrimination is visible in a large number of practices like dowry, bride-burning, and property matter, deaths and problems in the case of girls.
- How to achieve the goal of equality between sexes through socialisation process and child rearing:
 - Careful analysis of the existing practices in different types of social institutions.
 - Adopting new socialisation practices at home, school, peer group and society at large.
 - Making a conscious effort to resocialise men and women for empowering women through redefinition of roles, values and desired attributes.
 - Conveying the changing roles of women through folk songs and other media.

Methodology

Film 'Nakusha' will be shown to the participants. Examples from different communities regarding the rearing of boys and girls will be given during the discussion.

MODULE 102

Theme 102.3: Early Childhood Care and Education (ECCE)

Expected Outcomes

The participants will:

- acquire knowledge about the concept of ECCE and its implementation.
- discuss the role of ECCE in improving participation of girls at primary/upper primary level.

Content Points

- Concept of ECCE as stated in NPE 1986 and its revised POA (1992) - connotes early intervention in the 'care' and 'education' of the child for holistic development or caters for all round development of every child in the age group of 0-6 years especially in poverty groups.
- Purpose of ECCE - to provide adequate services of health and nutrition to children, expectant and nursing mothers, child care and non-formal education for pre school children (3-6 years) belonging to disadvantage populations.
- Implementation Programmes (rural, urban slums and SC/ST, minorities for ECCE.
- There are several programmes of ECCE (mainly state supported) to include ICDS, Creches, Balwadis, ECE Centres, pre-primary schools in state and private sector and many experimental and innovative projects like child to child programme, mobile creches.
- The importance of pre school education and early childhood stimulation has been felt for a long time but has achieved a critical dimension as a necessary pre condition for improving children's school performance and progress.
- ICDS: - Its evolution and coverage - ICDS was started in 1975 after the adoption of National Policy for Children in 1974 with the purpose to

provide for a better start in life. It reaches the poorest of the poor in urban slums and in rural areas, particularly the scheduled castes and tribes. ICDS is currently the biggest programme of early childhood development, with 2.90 lakh Anganwadis serving nearly 173 lakh children and about 37 lakh mothers, 91.5% ICDS projects are located in rural and tribal areas and 8.5% in urban slums. Besides the ICDS by the end of 1991-92, there were 12,470 creches with coverage of about 3 lakh children below 5 years, 4395 ECCE Centres in 9 Educationally Backward (EB) States and the Balwadi Nutrition programme serving nearly 103 lakh children in the age-group of 3-5 years.

Component of ICDS:

1. Non-formal pre-school education
2. Immunisation
3. Health checkup
4. Supplementary nutrition
5. Medical referred services
6. Nutrition and Health Education for Women.
 - ICDS as a support programme to relieve girls from their sibling's care and making them free to attend school, therefore, improving their retention in school.
 - Pre-school education component of ICDS: The Anganwadi Centre.

Various strategies to stimulate pre-school child:

- i. Availability of interesting materials and teaching aids (charts, models, locally available low cost materials, pictures, games etc.).
- ii. Creating a favourable climate in the centre so that the young child feels interested.
- iii. Adopting a child centred, participatory approach in and out of the classroom.
- iv. Initiating group work activities.
- v. Give more opportunities to girls in the Anganwadi.

Coverage of Adolescent Girls Under ICDS

Recently an intervention for school drop out adolescent girls in the age group of 11-18 years has been institutionalised through the ICDS Scheme. This intervention provides nutrition and health cover, awareness generation, functional literacy, nutrition and health education, instruction, safe motherhood, improvement of home based skills and recreational services for adolescent girls. These are provided either at the anganwadis through a six month period of training and hand on experience or through a set of 'Balika Mandals' established in the better functioning anganwadi and run during late after noon hours. Presently the adolescent girls scheme has been extended to 507 blocks and is likely to benefit 4.5 lakh girls.

How to Improve Girls Education and Development Through ECCE:

- Convert or extend anganwadis and ECCE Centres into anganwadis-cum-creches or day care centres.
- Locate Anganwadi or ECCE Centre in or around the primary schools if possible.
- Universalise ICDS Schemes covering rural and urban poor within the shortest possible period.
- Sensitize anganwadi workers and pre-school teachers to the specific problems of the girl child and the need for the resocialisation of both male and female children for an egalitarian future in a more credit country.
- Strengthen the pre school component of ICDS adopting its location, duration and other elements for serving as support service for enrolment of girls in elementary education.

Methodology

Lecture cum discussion method with the help of transparencies.

Integrated Child Development Scheme (ICDS)

Objective

To increase child survival rate among the poorest and enhance the health, nutrition and learning opportunities of pre-school children and their mothers.

ICDS: Specific Objectives

ICDS is best understood as a programme for child protection as well as child development. It takes a holistic approach to the child and attempts to improve both his pre-natal and post-natal environment. Mothers are, therefore, an integral part of the programme and equal recipients of its benefits.

Specifically, the programme seeks to:

- * Reduce the incidence of low birth weight and severe malnutrition among children.
- * Bring down the mortality and morbidity rates among children 0-6 years old.
- * Reduce school dropout rates through early stimulation programmes for children 3-6 years old.
- * Provide the environmental conditions necessary for the mental, physical and social development of children.
- * Enhance the ability of mothers to provide proper care for their children.
- * Achieve effective co-ordination at the policy and implementation levels among government departments to promote child development.

Coverage

Rural areas, tribal areas and urban slums.

Beneficiaries

- Children (0-6 years)
- Pregnant and nursing mothers

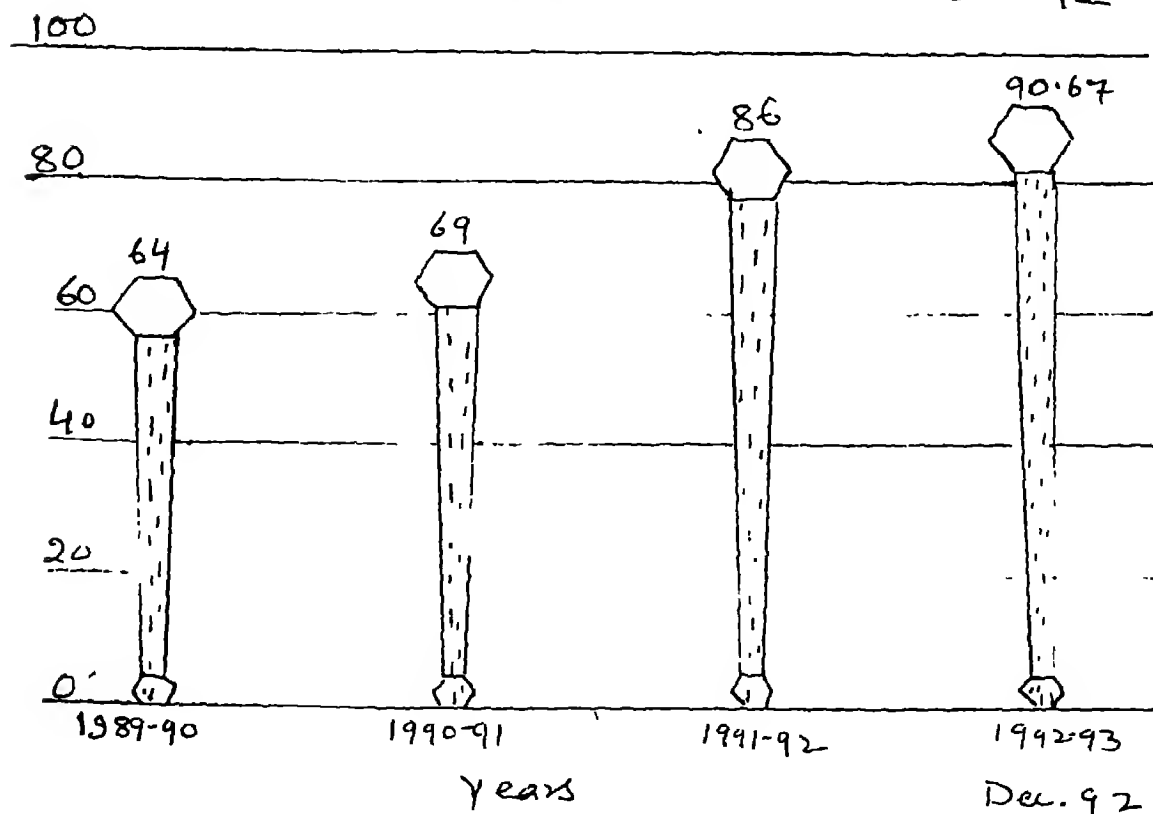
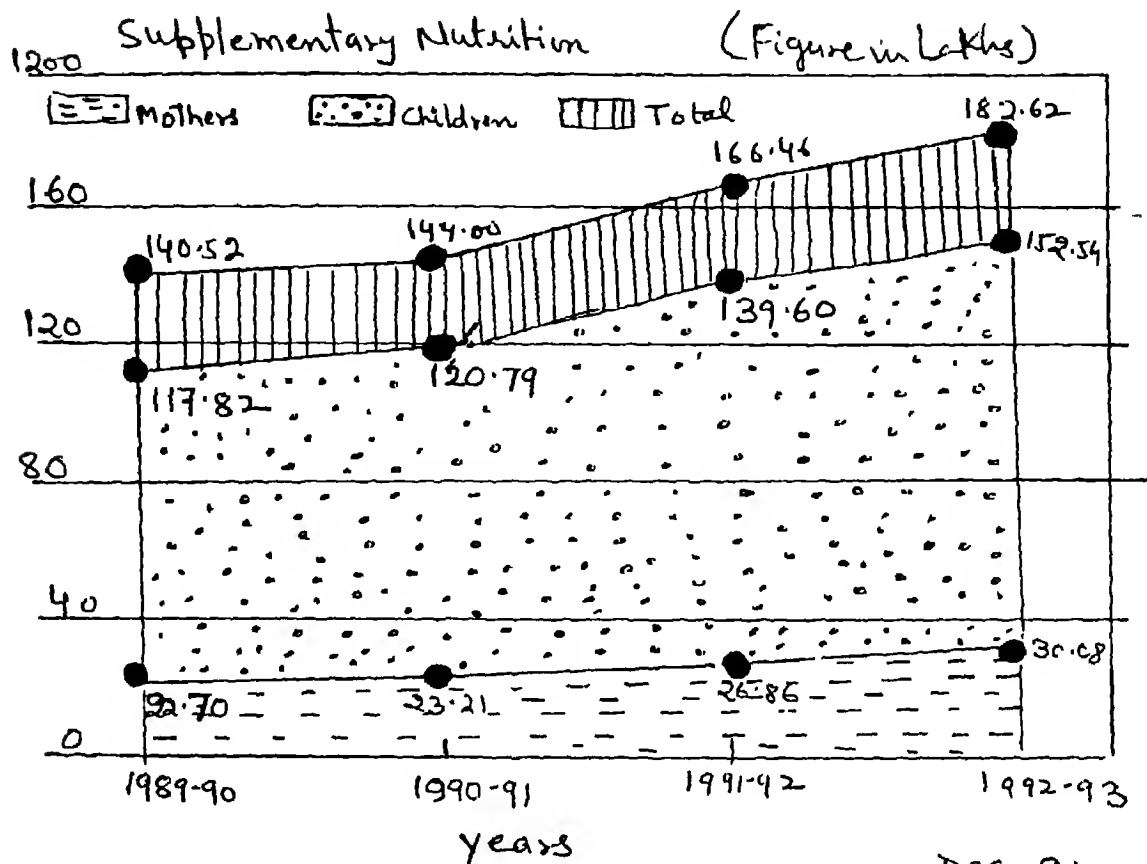
Strategy

ILDs are designed both as a preventive and developmental effort. It aims to reach its beneficiaries through active participation of the entire community.

Activities

- Non-formal pre-school education
- Immunisation .
- Health checkup
- Supplementary nutrition
- Medical referral services
- Nutritional and health education for women.

Integrated Child Development Services



MODULE 102

Theme 102.4: Universalisation of Elementary Education (UEE)

Expected Outcomes

The Participants will

- understand the concept of Universalisation of Elementary Education (UEE) and its components.
- analyse present status of UEE programmes in their respective states and at national level.
- discuss reasons of slow progress of elementary education among girls and how to improve their participation at this level.

Content Points

- Education as a fundamental right
- Constitutional provisions of free and compulsory education for all children upto the age of 0-14 years as stated in Article 45 of the Constitution of India.
- Starting of Universalisation of Elementary Education (UEE) programme at national level to achieve this goal.
- Components of UEE:
 - Universal provision
 - Universal enrolment
 - Universal retention
 - Universal attainment

- Present status of the programme:
 - The progress differs from state to state and district to district and among different population groups of universalization of elementary education in most of the states continues to be elusive.
 - The progress is better in urban areas as compared to rural areas.
 - The progress is very slow in some states (especially in ten educationally backward states).
 - Progress of boys at elementary stage is much better as compared to girls.
 - The goal of universal access of education at primary level is to be achieved (see transparencies) and there are more than 30,000 habitations (with a population of 300 and above) which do not have a primary school within one kilometre.
 - At primary stage boys gross enrolment ratio is nearly 100% but in case of girls it is 88% for urban girls and 74% for rural girls (1991-92).
 - At upper primary stage also girls' enrolment is much less than that of boys.
 - At primary and upper primary stage the drop-out rate is very high for girls. Among the girls it is higher for rural girls and highest for SC/ST girls.

Slow Progress of Elementary Education

- Lack of finances, low priority to primary education in the first seven five year plans. But in the eighth five year plan, the primary education has once again received list of attention.
- Population growth outplays growth of educational institutions at elementary level.
- Rural urban divide in terms of basic infrastructure and the extreme poverty.

Main reasons for slow progress of Elementary Education among girls (based on various studies conducted by NCERT and other agencies)

- Reasons vary from state to state and region to region.
- Lack of school facilities within the walking distance especially at upper primary stage.
- Lack of separate schools for girls
- Lack of separate toilets for girls
- Lack of women teachers in rural areas
- Girls are not going to school because they have to do household work, look after siblings and help their mothers.
- Education is not cost free. The parents have to bear the opportunity cost.
- Education is not need based, curriculum is unattractive, textbooks promote gender bias and stereotypes.
- Poverty
- Lack of parental motivation for girls education
- Parental illiteracy, especially of mothers.

Strategies to improve elementary education among girls

- Make education totally cost free
- Bring school closer to home
- Provide more upper primary and secondary schools in rural and remote areas.
- Create a demand for female education.
- Decentralise educational planning. Involve parents and community in the process of education right from very beginning e.g. DPEP.
- Provide separate schools for girls.

- Recruit local teachers with relaxed qualifications. Post women teachers near their home town.
- Strengthen pre-school education and provide creches in and around primary schools.
- Strengthen non-formal system of education and open school system at elementary level.
- Adopt holistic approach towards UEE. Implement projects and programmes of UEE in a mission mode with the involvement of local community, leaders and NGOs as in the case of Shiksha Karmi Yojna and Lok Jumbish Project of Rajasthan.

Post Jomtien Initiatives in Education for All

	Funding Agency
- The Andhra Pradesh Primary Education Project (APPEP)	- Overseas Development Administration (ODA)
- The Bihar Education Project (BEP)	- The World Bank
- Lok Jumbish	- Swedish International Development Authority (SIDA)
- The Uttar Pradesh Basic Education Project	- The World Bank
- District Primary Education Programme (DPEP)	- The World Bank and European Community
- Girl Child Education Project	- The USAID

Methodology

- i. After introducing the topic and giving the component of UEE, a film entitled as "Subah Ho Rahi Hai" will be shown to the participants.
- ii. The participants will be told to analyse the status of elementary education (with respect to access, enrolment and retention) of boys and girls in their respective states and prepare a brief report.
- iii. Transparencies showing status of UEE at national level will be shown to the participants.

Transparency 102.4 (a).1

Literacy Rates

Year	Person	Male	Females
1951	18.33	27.16	3.66
1961	28.31	40.40	5.34
1971	34.15	45.95	21.97
1981	43.67	56.50	29.85
1991	52.19	64.20	39.17

Source: Census of India, 1991,
Final Population Totals, 1991.

Number of Literates and Illiterates (1991)

	Persons	Males	Females
Literates	352,082	224,288	127,794
Illiterates	324,030	126,694	197,336

Transparency 102.4 (a).2

Percentage Habitations Covered by Schools in India (1993)

Habitations	No.	%
Total Numbers of Habitations	1059191	
Habitations Covered by Primary School	511960	50.31
Upper Primary School	145824	13.76
Source: Sixth All India Educational Survey, DLERT, Provisional Statistics, 1995.		

Transparency 102.4 (a).3

Percentage Villages Covered by Schools in India (1993)

Schools	Villages Covered No.	%
Primary	511949	87.16
Upper Primary	127863	21.77
Total Numbers of Habited villages as per 1991 Census	587247	
Source: Sixth All India Educational Survey, NCERT, Provisional Statistics, 1995.		

State wise Literacy

LITERACY RATE 7+ (1991) -										
States/ Union Territories	General						Scheduled Caste		Scheduled Tribe	
	Total		Rural		Urban					
	M	F	M	F	M	F	M	F	M	F
India (Excluding J and K) States	64.13	39.29	57.87	30.62	81.09	64.05	49.91	23.76	40.65	18.19
Andhra Pradesh	55.13	32.72	47.28	23.22	75.87	56.41	41.88	20.92	25.25	8.68
Arunachal Pradesh	51.45	29.69	47.00	25.31	77.99	62.23	66.25	41.42	44.00	24.94
Assam	61.57	43.03	58.66	39.19	84.37	73.32	63.88	42.99	58.93	38.98
Bihar	52.49	22.89	48.31	17.55	77.72	55.94	30.64	7.07	38.40	14.75
Goa	83.64	67.09	81.71	62.57	86.33	73.38	69.55	47.51	54.43	29.01
Gujarat	73.13	48.64	66.84	38.55	84.56	67.70	75.47	45.54	48.25	24.20
Haryana	69.10	40.47	64.78	32.51	81.96	64.06	52.06	24.15	-	-
Himachal Pradesh	75.36	52.13	73.89	49.79	88.97	78.32	64.98	41.02	62.74	31.18
Jammu and Kashmir	-	-	-	-	-	-	-	-	-	-
1. Karnataka	67.26	44.34	60.30	34.76	82.04	65.74	49.69	25.95	47.95	23.57
1 Kerala	93.62	86.17	92.91	85.12	95.58	89.06	85.22	74.31	63.38	51.07
2. Madhya Pradesh	58.42	28.85	51.04	19.73	81.32	58.92	50.51	18.11	32.16	10.73
3. Maharashtra	76.55	52.32	69.74	40.95	86.41	70.87	70.45	41.59	49.09	24.03
4. Manipur	71.63	47.60	67.64	43.25	82.11	58.67	65.28	47.41	62.39	44.48
5. Meghalaya	53.12	44.85	44.83	37.12	85.72	77.32	54.56	31.19	49.78	43.63
6. Mizoram	85.61	78.60	77.36	67.03	95.15	91.61	77.54	81.25	86.66	78.70
7. Nagaland	67.62	54.75	63.42	50.35	85.94	79.10	-	-	66.27	54.51
8. Orissa	63.09	34.68	60.00	30.79	81.21	61.18	54.42	20.74	34.44	10.11
9. Punjab	65.66	50.41	60.71	43.85	77.26	66.12	49.82	31.03	-	-
0. Rajasthan	54.99	20.44	47.64	11.59	78.50	50.24	42.38	8.31	33.29	4.42
11. Sikkim	65.74	46.69	63.49	43.93	85.19	74.94	58.69	42.77	66.80	50.37
2. Tamil Nadu	73.75	51.33	67.18	41.84	86.06	69.61	58.36	34.89	35.25	20.23
13. Tripura	70.58	49.65	67.07	44.33	89.00	76.93	67.25	45.45	52.88	27.34
14. Uttar Pradesh	55.73	25.31	52.05	19.02	69.98	50.38	40.80	10.69	49.95	19.86
15. West Bengal	67.81	46.56	62.05	38.12	81.19	68.25	54.55	28.87	40.07	14.98
Union Territories										
3. A and N Islands	78.99	65.46	75.99	61.99	86.59	75.08	-	-	64.16	48.74
Chandigarh	82.04	72.34	65.67	47.83	84.09	74.57	64.74	43.54	-	-
Dadra & Nagar Haveli	53.36	26.98	50.04	23.30	86.35	68.42	88.03	66.61	40.75	15.94
Daman and Diu	82.66	59.40	75.23	46.70	91.14	72.35	91.85	67.62	63.58	41.94
Delhi	82.01	66.99	78.46	52.15	82.39	68.54	68.77	43.82	-	-
Lakshadweep	90.18	72.89	88.66	66.72	91.31	76.11	-	-	89.50	71.72
Pondicherry	83.68	65.63	76.44	53.55	87.70	71.98	66.10	46.28	-	-

Source : Education of The Girl Child in India
A Fact Sheet, DHS, NCERT, 1996

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GROSS ENROLMENT RATIO (1993-94)												
States/ Union Territories	ALL COMMUNITIES				SCHEDULED CASTE				SCHEDULED TRIBE			
	Classes I-V (6-11 yrs)		Classes VI-VIII (11-14 yrs)		Classes I-V (6-11 yrs)		Classes VI-VIII (11-14 yrs)		Classes I-V (6-11 yrs)		Classes VI-VIII (11-14 yrs)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
India (Excluding J and K) States	115.3	92.9	79.3	55.2	123.33	81.15	74.21	45.01	123.90	86.80	80.17	34.91
1 Andhra Pradesh	116.4	100.1	73.9	53.1	135.62	113.28	63.40	38.33	134.72	90.25	43.33	16.24
2 Arunachal Pradesh	132.5	99.2	62.5	46.3	40.94	27.56	28.92	15.19	140.71	108.48	58.78	41.33
3 Assam	134.4	125.3	89.3	65.5	259.34	241.61	135.12	180.61	198.24	173.03	113.30	92.17
4 Bihar	95.6	54.4	47.4	21.0	98.65	44.81	35.38	11.27	95.03	63.23	35.18	18.53
5 Goa	102.3	93.7	104.3	88.6	109.28	97.47	78.03	55.25	12.47	8.50	15.05	6.57
6 Gujarat	131.4	100.0	82.6	55.5	163.45	154.51	114.72	74.25	148.00	112.40	64.55	42.97
7 Haryana	109.7	95.4	81.6	59.2	116.12	105.33	87.33	42.51	-	-	-	0.0
8 Himachal Pradesh	126.8	111.5	124.4	97	134.59	113.61	99.54	86.23	123.25	94.49	94.05	5.87
9 Jammu and Kashmir	104.3	72.6	79.7	48.8	112.18	65.60	67.07	63.90	-	-	-	0.0
10 Karnataka	124.3	115.2	72.4	57.2	151.42	131.21	76.25	52.30	150.78	124.70	72.32	49.35
11 Kerala	103.6	100.6	108.3	105.7	114.46	112.22	120.47	116.18	123.01	122.59	100.20	93.51
12 Madhya Pradesh	116.7	91.3	62.5	50.0	110.84	81.21	65.35	25.78	84.82	54.34	41.04	14.14
13 Maharashtra	123.6	115.0	69.0	71.9	281.90	240.00	178.42	130.77	135.13	113.61	65.88	42.97
14 Manipur	100.3	96.0	77.9	66.4	130.92	130.80	101.24	97.26	132.97	122.16	81.75	68.11
15 Meghalaya	77.8	71.6	42.7	38.2	290.08	230.91	223.78	154.82	83.43	77.69	33.35	35.81
16 Mizoram	136.6	132.3	111.7	103.2	-	-	-	-	148.26	141.51	119.49	110.16
17 Nagaland	110.9	101.8	70.1	66.9	-	-	-	-	119.41	108.49	72.87	67.46
18 Orissa	116.6	77.6	87.5	48.8	155.03	94.46	84.71	47.44	125.22	58.09	52.44	22.93
19 Punjab	92.8	68.1	71.8	63.4	129.62	116.30	72.89	58.92	-	-	-	-
20 Rajasthan	119.5	60.9	76.6	28.9	112.88	40.22	69.24	16.15	113.00	40.18	67.19	16.16
21 Sikkim	123.6	111.1	59.9	59.3	132.49	119.33	48.26	47.13	119.49	103.62	51.96	49.55
22 Tamil Nadu	149.0	140.8	111.3	91.0	184.08	149.47	112.25	87.59	138.52	113.22	75.94	54.47
23 Tripura	141.3	119.1	92.8	72.2	189.06	145.26	99.10	73.37	173.29	128.57	98.73	51.91
24 Uttar Pradesh	103.9	72.8	72.2	35.4	88.96	41.40	52.33	15.05	97.95	63.97	56.11	23.05
25 West Bengal	124.7	123.0	98.2	69.1	125.85	117.64	88.82	67.31	119.78	123.38	78.86	69.22
Union Territories												
26 A and N Islands	101.5	65.5	84.4	76.2	-	-	-	-	87.52	57.25	57.32	51.17
27 Chandigarh	65.5	64.0	62.2	63.3	127.22	113.73	66.17	82.34	-	-	-	-
28 Dadra & Nagar Haveli	125.7	92.6	58.3	36.7	97.35	87.47	77.08	71.89	133.29	92.62	55.44	29.71
29 Daman and Diu	-	-	-	-	-	-	-	-	-	-	-	-
30 Delhi	86.3	67.4	61.6	76.0	105.09	103.09	83.41	79.69	-	-	-	-
31 Lakshadweep	153.6	129.3	125.2	96.5	-	-	-	-	168.4	141.00	135.55	122.79
32 Pondicherry	148.4	133.7	136.8	125.6	176.68	163.74	152.68	155.69	-	-	-	-

Source: Education of the Girl Child in India: A Factsheet
DWS, NCFERT, New Delhi, 1996

Transparency to 2.4.
(a) 6

Sales/ Union Territories		DROP-OUT RATES CLASSES I-V	
		General (1992-93)	
		Boys	Girls
1)	(2) (1992-93)	(35)	(36)
	India (Excluding J and K States)	35.05	38.57
1.	Andhra Pradesh	42.48	41.78
2.	Arunachal Pradesh	60.09	61.09
3.	Assam	38.65	39.55
4.	Bihar	61.85	66.20
5.	Goa	-7.94	3.09
6.	Gujarat	42.05	51.39
7.	Haryana	1.60	6.81
8.	Himachal Pradesh	24.64	28.16
9.	Jammu and Kashmir	53.12	42.35
10.	Karnataka	37.50	44.42
11.	Kerala	-5.35	-3.05
12.	Madhya Pradesh	23.43	34.96
13.	Maharashtra	24.10	31.63
14.	Manipur	68.02	68.53
15.	Meghalaya	29.96	34.43
16.	Mizoram	56.73	58.54
17.	Nagaland	37.56	24.13
18.	Orissa	52.78	52.23
19.	Punjab	20.69	22.94
20.	Rajasthan	45.70	55.63
21.	Sikkim	63.18	61.19
22.	Tamil Nadu	16.39	18.35
23.	Tripura	60.57	66.95
24.	Uttar Pradesh	19.88	20.08
25.	West Bengal	36.17	45.76
Union Territories			
26.	A and N Islands	9.26	10.34
27.	Chandigarh	-20.31	-9.04
28.	Dadra & Nagar Haveli	40.50	55.18
29.	Daman and Diu	-7.32	-2.97
30.	Delhi	19.25	28.83
31.	Lakshadweep	12.55	18.75
32.	Pondicherry	-7.86	-8.20

Source : Education of The Girl Child
in India : A Fact sheet,
DWS, NCEERT, New Delhi.
1996

Transparency 102.4(a).7

DRDP-DOTS 1989-90 (1. VIII)

S. No.	State/ Union Territories	All Communities		Scheduled Castes		Scheduled Tribes	
		Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8
1.	ANDHRA PRADESH	68.58	77.90	77.33	85.49	84.21	90.14
2.	ARUNACHAL PRADESH	74.93	76.65	--	--	75.60	75.35
3.	ASSAM	71.94	75.74	57.73	54.72	66.06	52.17
4.	BIHAR	77.39	84.90	83.05	89.61	84.50	88.65
5.	GOA	--	--	61.51	76.12	96.63	97.21
6.	GUJARAT	55.66	64.90	47.76	69.01	77.70	84.00
7.	HARYANA	39.27	51.11	54.62	72.97	--	--
8.	HIMACHAL PRADESH	18.76	33.49	40.74	52.68	33.97	46.97
9.	JAMMU & KASHMIR	47.00	70.36	61.42	60.82	--	--
10.	KARNATAKA	61.10	74.98	64.48	76.22	59.61	70.07
11.	KERALA	18.37	16.99	27.56	25.36	45.30	37.94
12.	MADHYA PRADESH	49.83	66.65	53.36	72.96	70.75	80.35
13.	MAHARASHTRA	51.27	66.07	54.00	71.23	73.00	83.04
14.	MANIPUR	76.72	79.50	83.47	84.69	84.67	85.92
15.	MEGHALAYA	66.94	61.84	31.11	55.38	72.85	73.09
16.	MIZORAM	46.91	43.59	--	--	31.17	24.66
17.	NAGALAND	56.19	54.02	--	--	64.41	58.57
18.	ORISSA	59.92	73.28	72.30	80.25	63.99	85.72
19.	PUNJAB	58.42	63.80	79.99	79.80	--	--
20.	RAJASTHAN	63.06	73.20	67.27	83.91	72.34	86.07
21.	SIKKIM	63.83	60.11	83.05	79.96	70.89	62.25
22.	TAMIL NADU	41.33	51.34	51.77	60.61	51.45	59.72
23.	TRIPURA	74.54	77.58	77.86	84.34	84.75	88.17
24.	UTTAR PRADESH	51.82	65.00	57.83	67.82	55.83	63.69
25.	WEST BANGAL	75.05	77.34	76.68	82.46	80.27	87.03
26.	ANDMAN & NICOBAR	35.27	40.03	--	--	35.20	38.13
27.	CHANDIGARH	11.68	3.74	0.0	0.0	--	--
28.	DADRA & NAGAR HAVELI	62.54	69.93	--	--	69.67	79.94
29.	DAMAN & DIU	15.04	23.14	--	--	--	--
30.	DELHI	8.54	22.62	52.13	54.16	--	--
31.	LAKSHADWEEP	26.57	47.86	--	--	29.72	50.41
32.	PONDICHERY	4.79	21.07	12.49	26.92	--	--
	INDIA	59.38	68.31	64.37	70.60	76.21	81.45

Source: MHRD Annual Report Part I, 1992-93.

MODULE 102

Theme 102.4 (b): Non-formal Education (NFE) for UEE

Expected Outcomes:

The participants will:

- will understand the role of NFE for achieving the goal of UEE.
- discuss strategies to improve girls/women's enrolment in NFE Centres.

Content Points

- NFE is a parallel programme to achieve the goal of UEE and UEE especially among girls.
- It is basically a programme to encourage those children who can not attend full time schools (they are non-enrolled or are dropout of the formal system). Most of these children are girls (there are seven crore out of school children in 6-14 years age group, out of which 70.75% are girls).

Features of NFE Programmes

- The system has built in flexibility curriculum is flexible, local specific and need based, time schedule is flexible and timings are also as per the convenience of the children of the community.
- This is a learner centred programme. The child continues with her/his wage/household activities and also attends the NFE Centre.
- Education is activity based, integrated and learning is participatory.
- Female instructors are there for girls.
- A variety of learning material is used in NFE Centres.

- The children have to acquire minimum levels of learning.

Coverage

Although its focus is on the ten educationally backward states namely Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, it has been extended to cover urban slums, hilly, tribal and desert areas with concentration of working children in other states as well.

- Role of NGOs (Non-Government Organisations) in promoting non formal education
- There are several hundred NGOs working exceedingly well in this field. Some of the outstanding amongst are 'field stations' alternative schools of M.P. and Sahaj Shiksha of Lok Jumbish, Rajasthan.

Strategies to increase girls enrolment in NFE Centres:

- NFE should be planned as an integrated part of UEE.
- NFE Centres should cater to the needs of girls who are not able to or who cannot attend the formal schools.
- The community should be involved in the setting up and supervision of NFE Centres. Parents should be motivated to send their daughters to NFE Centres.
- Special efforts should be made to appoint women instructors wherever possible.
- NFE instructors must be sensitized towards gender issues.
- NFE must be linked with basic issues of health, nutrition and income generation.

Methodology

The lecture will be developed with the help of transparencies.

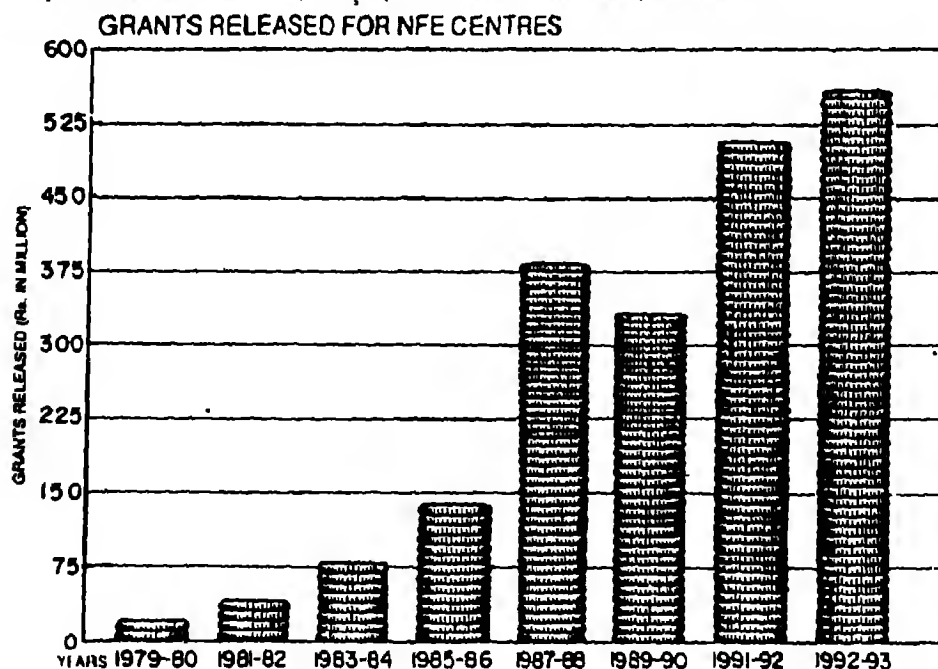
Transparency 102.4 (b) 1

Non-Formal Education Centres 1979-80 to 1992-93

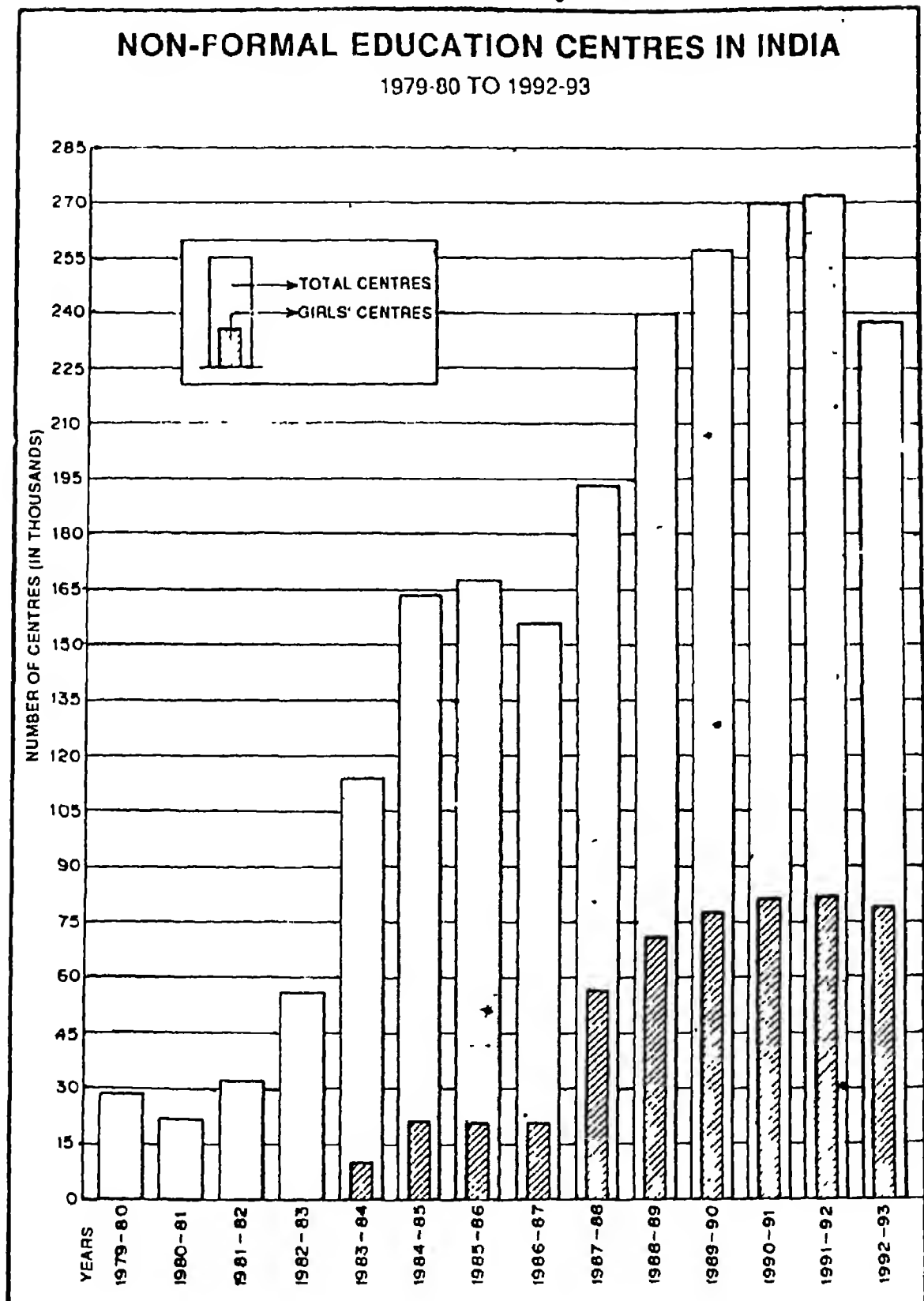
Year	Number of Centres for Which Grants Were Released		Grants Released (Rs in millions)
	Total Centres	Girls Centres	
1979-80	28730	-	19.97
1980-81	22186	-	6.15
1981-82	32585	-	36.00
1982-83	56161	-	47.20
1983-84	114408	10100	80.50
1984-85	163570	20880	121.29
1985-86	167199	20730	140.75
1986-87	156106	20590	142.91
1987-88	193463	56830	380.38
1988-89	241059	70960	367.94
1989-90	257432	77832	329.62
1990-91	270217	81282	467.52
1991-92	272322	81607	507.72
1992-93	237911	79071	553.63

* Includes the Voluntary Agencies

Source: Ministry of Human Resource Development, Dept of Education Govt of India, New Delhi



Transparency 102.4(b).2



MODULE 102

Theme 102.5 (a): Access of Girls and Women to Secondary and Higher Education in India

Expected Outcomes

The Participants will:

- acquire knowledge about the participation of girls at secondary, higher secondary stage and in technical and professional education.
- discuss strategies to improve girls participation at secondary, higher secondary stage and in technical professional education especially as non traditional areas and emerging technologies.

Content Points

- Secondary and higher education is largely an urban middle class phenomenon. Rural and poor population group has lower access to and participation in it. Only 5.05% habitations are covered by secondary and 1.13% habitations are covered by higher secondary schools (1993). Lack of schooling facilities are affecting girls participation in education at secondary level and at higher education level.
- Girls are lagging behind boys in secondary and higher education. Rural and Scheduled Castes/Scheduled Tribe girls are the worst off.
- At this stage girls are lagging behind not only in numbers but the type of courses they receive and opt for e.g. girls are concentrated in Arts and Humanities courses (female sex stereotyped courses) and fewer girls opt for Science, Mathematics and Technology related courses. (Lack of poor self concept and parental motivation, poor physical facilities for science subjects in girls schools and lack of good foundation of science and mathematics at lower level may be some of the reasons).

- Girls participation is less than boys in vocational, technical and professional courses. The main reason for this is that nearly all of the vocational, technical and professional education institutions are located in urban areas for which most of rural girls do not have access. Secondly despite the national policy of undifferentiated curricula, states adopt a restrictive attitude in providing vocational courses to girls.
- The existing vocational training facilities for out of school girls and women are inadequate considering the massive requirement. (There are 27 schemes of Government of India for out of school girls and women).

Strategies to improve girls participation at secondary and at higher education stage:

- Every effort should be made to motivate girls to complete elementary education.
- Provide more secondary and senior secondary schools for girls in rural and remote areas.
- Improve infrastructure in girls schools at secondary and senior secondary level.
- Strengthen open school and non-formal educational programmes in rural areas so that girls can complete education alongwith their other responsibilities.
- Open more ITIs and polytechnics for girls catering to non-traditional vocations.
- Encourage girls to take Science subjects. (All girls school must have Science subjects, Science Teachers, Laboratory etc.). Improve the quality of teaching of science and maths in girls institutions.
- Provide career guidance and counselling services especially in rural areas.
- Provide hostel facilities for girls living in rural and remote areas.

- Looking at the massive dropout rate of rural girls before and after class V and Class VIII, special skill development programmes need to be mounted for out of school girls and women. The Programme of Action (NPE 1986) recommendation of introducing vocational courses after class VIII needs to be studied carefully and implemented.
- Orientation of text book writers and teachers is essential to promote a non sexist curriculum. The same element can be built into pre-service and in-service teacher education.
- In order to promote vocational, technical and professional education among girls early interventions in schools and family are essential.

Methodology

Transparencies showing participation of girls at secondary senior secondary level and in technical, professional education will be shown alongwith the lecture.

Transparency 102.5 (a).1

Percentage Girls Enrolment to Total Enrolment by Stages -
1992-93

Pre-Primary/Pre-Basic	45.49	B.Ed/B.T.	44.56
Primary, Junior Basic (I-V)	42.88	B.E/B.Sc. (Engg)./B.Arch	11.14
Middle Senior/Basic Classes (VI-VIII)	39.34	B.Com/B.Com. (Hons)	25.07
High Post Basic (IX-X)	35.50	B.Sc./B.Sc. (Hons)	32.84
Higher Secondary/Inter- mediate/Junior College (XI-XIII)	31.34	B.A./B.A. (Hons)	39.59
Technical/Industrial/Arts and Crafts	12.04	M.Com.	22.17
Polytechnic/Institute	14.74	M.Sc.	33.66
Teacher Training School	52.43	M.A.	37.58
M.B.B.S.	36.51	Ph.D/D.Sc./ D.Phil.	32.88

Percentage Girls Enrolment in Selected Classes to the Total
Enrolment of Girls in Class I - 1993

	Class I	Class V	Class VIII	Class X	Class XII
Boys	100	56.56	39.84	28.51	14.86
Girls	100	52.04	32.39	20.57	10.00
Total	100	54.59	36.59	25.04	12.74

Transparency 102.5 (a).2

Women Enrolment in Higher Education: All India (1966-67 to 1985-86*)

(In 000's)

Year	Total	Women	% of Women
1966-67	1190.7	255.5	21.5
1967-68	1370.3	300.8	21.9
1968-69	1566.1	347.0	22.1
1969-70	1792.8	394.6	22.0
1970-71	1953.7	431.5	22.0
1971-72	2065.0	468.7	22.7
1972-73	2168.1	495.0	22.8
1973-74	2227.0	520.8	23.4
1976-77	2431.6	627.3	25.8
1979-80	2648.6	689.0	26.6
1980-81	2752.4	748.5	27.2
1981-82	2952.0	816.7	27.7
1982-83	3133.1	880.2	28.1
1983-84	3308.0	940.0	28.4
1984-85	3404.0	992.0	29.1
1985-86	3571.0	1059.0	29.0

Note: *Estimated

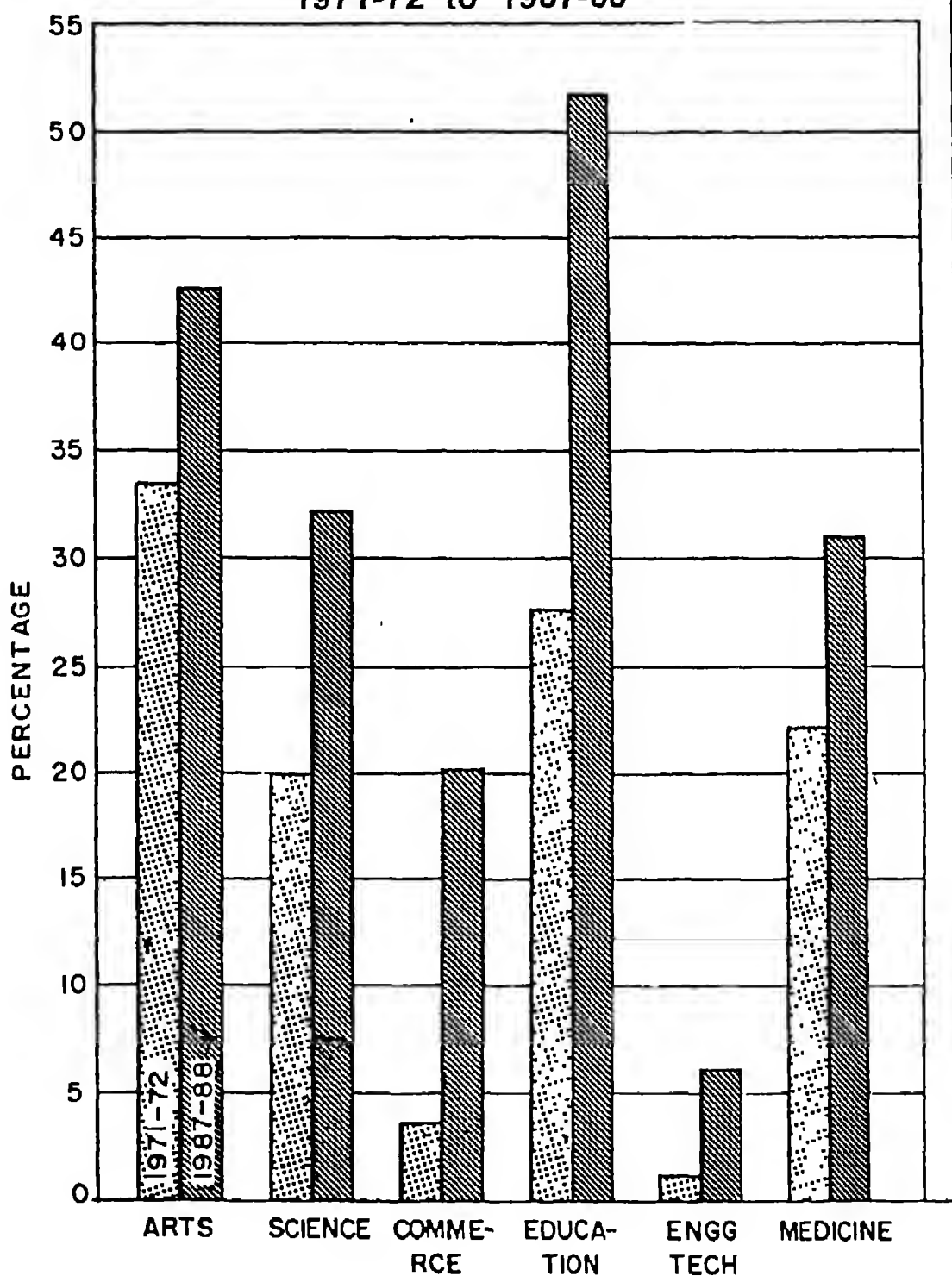
Source: 1. Third All India Survey on Higher Education,
UGC, New Delhi - 1977.
2. UGC Annual Reports.

Number of Women Per Hundred Men higher Education (1950-51 to 1987-88)

	1950-51	55-56	60-61	65-66	75-76	81-82	85-86	87-88
Total Women Enrolment	40	84	150	271	595	817	1079	1200
No. of Women Per 100 Men	14	17	23	24	33	38	42	46

Source: UGC Annual Reports.

Faculty-wise Distribution of Women's Enrolment in Higher Education 1971-72 to 1987-88



MODULE 102

Theme 102.5B: Vocational and Technical Education for Senior Secondary Schools Girls

Expected Outcomes

The participants will:

- understand the implications of socio-economic, academic and institutional factors on vocationalization of education.
- learn the reasons for the failure of vocationalization of education to pull more girls within its folds.
- discuss measures to be adopted to make vocationalization of education, a successful venture.
- acquire information about variety of courses offered under vocationalization of education.

Content Points

- The Education Commission (1964-66) stated that "in the modern world, the role of women goes much beyond the role of being children. As she is now adopting a culture of emancipation and sharing equally with men, the responsibility for development of society in all its aspects, therefore, education of women has to be more in that direction".
- The IFE (1986) on opening vocational education stated, "The policy of non-discrimination will be pursued vigorously to eliminate stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in growing and emergent technologies".
- One of the principles of women's education is that a girl should be able to take up any type of work if the need arises.

- The reasons for this are many. The primary being:
 - parental apathy towards higher education and vocational education of girls.
 - general absence of adequate educational and vocational guidance services in girls institutes.
 - the basic fact that the percentage of girls crossing grade X is comparatively low, compared to boys, at each level of education.
 - a weak link between training and employment, puts a negative picture in eyes of parents who do not visualise the use of such an education.
 - range of vocational courses generally offered to women is relatively limited.
 - non-availability of adequate instructional material.
 - lack of trained regular teaching staff.
 - poor quality of on-the-job training.
 - weak school industry linkage.
- This all results in non-achievement of targets in terms of both quality and quantity which terms vocational education as a "failed venture", especially for girls.
- In addition, a 'home science' syndrome afflicts girls. A traditional gender bias dominates the vocational field also. In many states, a restrictive policy in providing vocational courses to girls is followed. Only soft options such as tailoring, dress designing, cooking, secretarial practice etc. are made available to them.
- Lack of adequate foundation in Science and Mathematics also keep girls away from non traditional courses related to technology, para-medical, business, commerce and agriculture.
- More often than not, a pre-conceived technological illiteracy keep girls away from modern, technological and scientific courses.

- To remedy the damage, the following measures can be taken:
 - educational and vocational guidance and counselling.
 - creating public awareness and acceptance.
 - types of courses, their content modification.
 - support services for employment.
 - a non restrictive policy be adopted while offering vocational courses to girls.
 - employability to be main criteria.
 - more courses leading to self employment to be started..
 - dissemination of occupational information to keep girls well informed.
 - motivating girls, guardians, community and developing favourable attitude towards non traditional careers.
 - establishing linkages for employment.

Methodology

Lecture-cum-discussion method with use of transparencies.

Transparency 102.5 (b).1

List of Courses Suitable for Girls

- Computer techniques
- Repair and maintenance of Radio and TV receiver
- Audio-visual Technician
- Electronics Technology
- Clock and Watch Repair
- Repair and Maintenance of Domestic Appliances
- Draftswomen (Civil and Architectural)
- Electric Motor Winding

Commerce Based Courses

- Office Assistantship/Management
- Accountancy and Taxation/Auditing
- Marketing and Salesmanship
- Insurance
- Banking Assistantship
- Purchasing and Storekeeping

Paramedical Courses

- X-Ray Technician
- Medical Laboratory Technician
- Dental Hygienist
- Pharmacist
- Hospital Housekeeping
- Medical Record Documentation
- Sanitary/Health Inspector

- Ophthalmic Technical
- Physiotherapist or Occupational Therapist
- Female Multi purpose health worker (Auxillary Nurse and Midwife).

Agriculture Based Courses

- Dairying
- Poultry Farming
- Sericulture
- Inland Fisheries
- Fish Processing Technology
- Nursery and Vegetable Growing

Home Science Based Courses

- Food preservation and processing
- Bakery and confectionery
- Textile designing
- Commercial and pre-school management
- Child and Family Welfare
- Institutional Housekeeping
- Catering and Restaurant Management
- Interior Decoration
- Dietetics and Meal Preparation

Humanities and Others

- Tourism and Travel Techniques
- Health Care and Beauty Culture
- Printing Technology
- Hosiery
- Photography

- Commercial Artist
- Library and Information Service
- Law Assistant

This is an extensive, but by no means complete, list which includes courses suitable for rural/urban/semi-urban areas. Since the selection of the vocational courses has to be locale specific and need based, on the basis of the location of the institution appropriate courses may be selected from this list or new courses may be designed.

MODULE 102

Theme 102.5 (C): Women and Higher Education

Expected Outcomes:

The participants will:

- i. understand the interplay between higher education, institutional, infrastructural and socio economic factors.
- ii. appreciate the slow and steady growth of enrolment of girls in colleges/universities, the areas of lacunae, factors inhibiting this growth or encouraging it.
- iii. learn about statistics related to higher education.

Content Points

- National Policy on Education (NPE) of 1986 stated that education of girls should receive emphasis not only on grounds of social justice but also because it accelerates social transformation.
- Participation of women in education is low and even lower in higher education.
- 'Female oriented' courses in higher education such as home science, fine arts, music and dance etc., account for high female participation, if any.
- Low participation in professional courses such as engineering, technology and other emerging area subjects such as computer science, management studies, electronics etc. keep them out of high status and well paid jobs.
- In Engineering and Technology, percentage of women to total enrolment is just 6.2 percent (U.G.C. 1988-89).
- Women's access and participation in higher education is determined by several factors such as socio-cultural, economic, academic and institutional.

- On a positive note, though the proportion women in higher education as students is very low, compared to men, yet since independence there has been a steady though slow increase in enrolment.
- Starting from approximately 10 percent of total enrolment in 1950-51, in universities and colleges, now it is almost 33 percent women in higher education (U.G.C. Annual Report, 1991-92).
- As far as infrastructural facilities are concerned, the number of colleges exclusively for women has also increased from 647 in 1982-83 to 725 in 1991-92.
- A recent positive policy initiative has been to bifurcate all those colleges into separate colleges for women where strength of women students exceeds 300. This will in turn boost women's enrolment in higher education by increasing access to girls.
- Fifty percent of unemployed persons are women graduates and post graduates from arts and commerce. This is indicative of limited job opportunities for humanities and commerce students and as a preponderance of these students are women, they are the ones not absorbed in employment market easily.
- Occupational fields especially those in emerging areas such as Computer Science, Biotechnology, Environmental Science etc. are dominated by men. This forms an informal vicious circle, where 'hard science' and professional fields tend to become 'men areas' and softer options become 'women areas'.
- Lack of hostel facility causes significant fall in women's enrolment in colleges and universities. Higher education institutions are clustered in urban areas and this infrastructural facility is vital for girls coming from rural/semi rural areas.
- Most significant social factor is parents attitude towards girls education. Their apathy towards advantages of higher education of girls makes the latter dropout, after higher secondary school (10+2).

- Another inhibiting factor is the cost of higher education, which most parents feel is a wastage on girls. For this purpose and to increase girls enrolment, higher education is free upto doctoral level in states of Gujarat and Rajasthan.
- Lack of counselling and guidance facility makes the girls unsure as to which options to choose, they often submit to parental dictate and peer pressure totally unaware of their aptitude.
- India has one of the largest network of 925 exclusive women colleges and 5 women universities. A motivated and committed teaching force, vocational guidance, viable employment opportunities and a growth related environment in colleges/university can help women's participation in higher education achieve new heights.

Methodology

Lecture cum discussion method, use of transparencies indicating statistics.

Enrolment of Women in University Education
Facultywise in the Year 1988-89

Faculty	Total Enrolment	Enrolment of Women	Percentage of Women to Total Enrolment
Arts	1,591,012	687,069	43.2
Science	777,740	253,427	32.6
Commerce	848,804	173,957	20.5
Education	90,803	47,557	52.4
Engg./Tech.	181,604	11,263	6.2
Medicine	142,125	45,054	31.7
Law	228,979	20,024	8.7
Agriculture	51,323	2,503	4.9
Vet. Science	11,844	625	5.3
All Faculties	3,947,922	1,251,491	31.7

Source: University Grants Commission, Annual Report for
the Year 1988-89, New Delhi.

Transparency 102.5 (C).2

Enrolment of Women Students in Higher Education

Year of Enrolment	Total Enrolment	Number of Women	Percentage
1982-83	31,33,093	8,80,156	28.1
1983-84	33,07,649	9,40,253	28.4
1984-85	34,04,096	9,92,139	29.1
1985-86	36,05,029	10,67,484	29.6
1986-87*	37,54,409	11,48,849	30.6
1987-88*	39,10,828	12,24,089	31.3
1988-89*	40,74,676	12,91,672	31.7
1989-90*	42,46,878	13,67,495	32.2
1990-91*	44,25,247	14,36,887	32.5
1991-92*	46,11,107	15,12,270	32.8

* Estimated

Source: UGC Annual Report 1991-92.

Transparency 102.5 (C).3

Year	No. of Women's Colleges
1982-83	647
1984-85	712
1986-87	780
1988-89	824
1991-92	925

Source: UGC Annual Report, 1991-92.

MODULE 102

Theme 102.5 D: Development of Guidance Programme to Inculcate Career Potential of Senior Secondary School Girls

Expected Outcome

The participants would be able to:

- understand the need of developing the self image of girls and their self confidence;
- learn about workable androgyny;
- impart to their students career orientation;
- motivate their students to follow career of their choice (traditional or non-traditional)

Content Points

- Enable girl students to make informed choices by
- having discussion on careers and courses for further study in subject areas pursued by the girls at the senior secondary school.
- Introducing career literature and information brochures.
- Counselling to bring about changes in girls' attitude and perceptions about themselves and about work.
- Presentation of women role models in science and technology to science students, in arts and commerce to art and commerce students.
- Through curricular, extra-curricular activity and counselling sessions, girls to be made aware of their inherent potential and to generate in them the confidence to make career choices.

- Interactive sessions with students, where the teacher/counsellor can help the girls 'open up' and discuss their aspirations, ambitions, perceived hurdles and facilitating factors. These group discussions have a cumulative effect on the students, where they learn through interactions.
- Engendering in the girls through role play and stimulation, the confidence to break barrier of sex role stereotypes and the ability to enter into careers in non traditional areas. A counsellor plays a pivotal role in concretising, a girls' diffused identity.
- Counselling to make girls less 'feminine' and more androgynous, so that they think, decide and act more as persons and not as girls. This brings about a flexibility in approach to vocations and careers.

Methodology

Lecturer-cum-discussion method.

MODULE 102

Theme 102.6: Development of Positive Self Concept in Girls

Expected Outcomes

The participants will

- understand the processes that lead to formation of the sex role identity and self concept in children and adults.
- appreciate how discrimination (in family, school and community) based on sex results in the formation of a negative self concept in girls and a positive self concept in boys.
- evolve strategies to develop positive self concept and image among girls.

Content Points

- Self Concept - It is how an individual views.
- Positive and negative self concept.
- Self Image - refers to the impression we think we make on others.
- Self esteem is the dynamic aspect of self concept through which an individual constantly evaluates one's self in relation to society, the amount of values we ascribe to ourselves.
- Factors affecting development of self concept.
 - Child rearing practices have a marked effect on the development of self concept among children. School peer group, community, media and other influences in society also contribute towards development of self concept among children.
 - It is often observed that girls and women have a low self image and negative self concept.

- Factors for development of low self concept among girls.
 - Unwelcomed at birth and uncared for throughout her life leads to the development of low self concept and negative self image of a girl child.
 - different pattern of socialisation for boys and girls, (special value accorded to male children) emotional rejection and social deprivation of a girl child.
 - Sex typed development - sex affects cognitive, social, emotional and physical development of girls. It affects their social interaction, social expectation from them, the opportunities made available to them and their ability to make use of the opportunities if they do exist.
- Early life experience e.g. differential play materials or equipment for self expression, self development to boys and girls, difference in learning experiences of boys and girls.
- Effect of sex stereotyped roles played by the parents of the girl child. If the mother or the women in the family are enjoying an inferior status than men, the girl child, will develop negative self image.
- Effect of rituals, festivals and songs all are male centred.
- School based factors: - discriminatory attitude of teachers, dominance of boys in classroom and outside activities, gender bias in text books and curriculum transaction etc.
- Mass media - depicting men in authoritative and dominant roles and women in passive and domestic roles.

Strategies to improve and development positive self image among girls:

- Proper socialisation of girl child, sensitizing parents (especially mother), having healthier relationship with girl child, helping girls to grow and develop normally and they should not be forced into adult patterns from early childhood.

- See girls as girls and women as women not just as mothers, potential mothers and wives.
- Believe in individual differences than in sex differences.
- Provide a positive and self enhancing learning environment in and outside the classroom.
- Remove sex bias and stereotypes from curriculum and textbooks.
- Present women role models in non traditional occupations to girls.
- Give greater freedom of choice and opportunity to girls to express themselves.
- Emphasize skill learning among girls.
- Give career guidance and counselling to girls.

Methodology

The lecture will be introduced by showing a film 'Nakusha' showing low self concept of a poor girl.

MODULE 102

Theme 102.7: Leadership and Decision Making Qualities Among Girls

Expected Outcomes:

- Understanding the factors responsible for lack of leadership and decision making qualities among girls.
- Identifying various strategies to develop these qualities among girls.

Content Points

Leadership Qualities - Why is it necessary to develop leadership qualities

- i. to grow and develop one's capacities and skills.
- ii. to carry out tasks and activities efficiently as they have become complex and group work is becoming more and more necessary.
- iii. for a person to be a leader, his/her qualities must make him/her stand out in a crowd. It is equally important to have those followers who will be able to listen, follow and implement the ideas of their leader.

Other Qualities of a Leader

- a person with vision
- an individual ready to take risks
- inspiring the followers to do what he/she aims to achieve.
- working with rules and regulations
- has good communication skills
- a facilitator in a group
- confident, decisive and goal oriented person
- efficient as well as effective
- well informed on important issues.

MODULE 102

Theme 102.B: Communication Skills

Expected Outcomes

The participants will:

- be sensitized towards a two way process of communication.
- develop skill to establish a two way communication process and handle a group discussion.
- understand need for improving communication skills among girls for women's empowerment.

Content Points

- Interpersonal communication
- Process of communication -
- One way and two way communication
- Major Functions of Communication Process:
 - i. The information function to give essential and additional information.
 - ii. The command or instruction function.
 - iii. The influence function - for encouraging, convincing and motivating others.
 - iv. The integrative function - coordinating and disseminating ideas and messages that will increase cooperativeness of the group.
 - v. The feedback function - communication about monitoring, evaluation, completion reports, impact of new policies, programmes and procedures.

- **Barriers in successful communication:**
 - The noise factor creeps into communication and distorts the message or the communicators' physical environment around them can be a distraction.
 - The listener hears what he/she expects to hear.
 - When communication is badly expressed, badly worded, translation is faulty there is poor retention.
 - When the message passes through many hands there is loss in transmission.
 - The speaker and listeners have different ways of looking at things.
 - If the message is badly timed.
 - The same words mean different things to the speaker and the listener.
 - The listener judges from who is saying rather than what is being said.
 - The communicators ignore the gestures and expressions used for conveying something.
 - The listener rejects the information which is contrary to his/her previous knowledge and information.
 - The communicators allow their emotions to come in the way.
- **Communications skills required for working with people.**
 - Listening
 - Speaking
 - Reading
 - Writing

How to make communication effective:

- A communication must be understood, believed and accepted.

- Keep the message short and simple.
- Be accurate and direct, repeat the message if not understood.
- Before communicating see that your message fills a need and serves a purpose.
- Context is very important, keep in view the total personality of the sender or receiver.
- Listen carefully.
- Various methods of communication i.e. lecture, discussion, demonstration, written matter and mass media method.
- Improving Communication skills in girls:
 - In our society girls generally do not communicate and express their ideas, thoughts, desires, opinions or knowledge. This hampers their ability to perceive, analyse and deliberate upon important matters and issues. Communication skills should be developed and improved in girls. The family, school and media can play a positive role in improving communication skills in girls.
 - Communication as a major tool of women's empowerment - creation of a solving women's issues.

Methodology.

1. Ask the participants what they mean by communication and its relevance to their work. In the initial discussion, invite the participants to play the game.
- 2.a. Ask one half of participants to leave the room and the other half to quickly make up a message of a 150 words. The message should contain some of the specific instructions. Ask them to select one participant who will repeat the message.
- b. Let one of the participants from outside come and listen to the message so that he/she will be able to repeat it. This participant can not ask questions.
- c. Then ask one more participant to come, in whose presence the first participant repeats the message to him/her.

- d. Continue this process till the last one from outside comes in, listens and repeat the message as heard. The last person should write it down on the board.
 - e. Ask the participants to compare this version with the original message.
 - f. Discuss the experience in terms of:
 - What did the participants feel while repeating the message?
 - Why did the message get distorted?
 - What would have helped to repeat the message without changing the context?
3. Show the transparencies and drawing from the experiences of the participants explain the other concepts.

Transparency 102.9.1

Process of Communication

Communication is a process of transferring information from one person to another.

One-way Communication

Sender (of information)	Process	Receiver (of information)
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Two-way Communication

Sender	Receiver
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Transparency 102.9.2

Barriers in Communication

There are several barriers to successful communication, some of them are:

- The listener hears what he/she expects to hear.
- The speaker and listener have different ways of looking at things.
- The same words mean different things to the speaker and the listener.
- The listener judges from 'who' is saying rather than 'what' is being said.
- The communicators ignore the gesture and expressions used for conveying something.
- The listener rejects the information which is contrary to his/her previous knowledge and information.
- The communicators allow their emotions to come in the way.
- The communicator's physical environment around them can be a distraction.

Transparency 102.9.3

Communication Skills

Communication is looked upon as the basic method of effecting behaviour change, and it involves psychological processes (perception, learning and motivation) on the one hand, and language on the other. Listening sensitivity and non-verbal communication are also closely associated with this approach.

Some communication skills are:

- Listening
- Talking
- Writing
- Reading

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MODULE 103

Elimination of Gender Bias from Curriculum and Educational Programme

Duration: 12 hrs.

Rationale

Education plays a powerful role in perpetuating the gender bias if no planned intervention is made to negate this and turn it into a vehicle of positive reinforcement of equality between sexes. An analysis of curriculum and educational programme shows the existence of gender bias and sex stereotyping to some extent.

The present course analyses the National Curricular Framework in relation to all its elements, more particularly to the core value of equality between sexes which is a constitutional right and has received major attention in the National Policy on Education, 1986 (revised 1992).

All major education commissions and committees advocate implementation of an undifferentiated curricula. Elimination of gender bias and stereotyping from the curriculum, textbooks and educational programmes is the central theme of the Department of Women - Studies (DWS), NCERT. The DWS makes a strong case for sensitization of policy makers, planners, administrators, teachers, curriculum developers, textbook writers and the larger community on the need and importance of equality between sexes. An attempt is made to propose a positive inter-enthusiast strategy in the form of

eliminating sex biases and stereotypes from the textbooks.
 A strong school based programme for promoting equality between sexes and eliminating sex biases operating in the community at large is also discussed.

Purpose: The purpose of this module is to

- i. generate awareness about how gender bias operates at different levels in the educational system including curriculum development, textbooks, curriculum transaction and educational programmes.
- ii. suggest strategies for removal of gender bias from curriculum, textbooks, curriculum transaction, teacher education and educational programmes.
- iii. propose an institution (school) based intervention programmes for promoting equality between sexes.

Themes

1.	Curriculum and the Gender Question	1.30 hrs.
2.	Elimination of Gender Bias from Textbooks	1.30 hrs.
	Theory	1.30 hrs.
	Practical	1.30 hrs.
3.	Gender Equality Through Curriculum Transaction	3.00 hrs.
4.	Inputs Into Teacher Education	1.30 hrs.
5.	School as an Institution for Promoting Gender Equality	1.30 hrs.

MODULE 103

Session 103.1: Curriculum and Gender Question

Expected Outcomes:

- analysing different committee, commission and policy documents to identify differentiation of curriculum for boys and girls.
- suggesting strategies to eliminate curriculum differentiation.

Content Points:

- The concept of curriculum
- Aims/purposes of curriculum - all round development or fulfilment of society's needs, subject/stage/area specific aims.
- Historical antecedents of the development of the present curriculum pattern. Curriculum of a country at a particular period of time is influenced by the philosophical and political ideologies and socio-cultural milieu.
 1. British legacy - a selective differentiated curriculum leading to segmentation of the society. Girls were expected to learn domestic science, music, arts and crafts.
 11. The post independence period began with no visible discrimination or differentiation in the curriculum. Various committees and commissions recommended the same curriculum for both boys and girls e.g. The National Committee on Women's Education 1959 (Durgabai Deshmukh Committee) recommend common curriculum for both boys and girls.

The Hansa Mehta Committee (1962-64) recommended common curricula for boys and girls at elementary stage with home science as a common core subject for both boys recommended a common school system with common curricula for both boys and girls.

National Policy on Education (1968) emphasised equality of educational opportunities and adopted the recommendations made by Kothari Commission regarding the undifferentiated curriculum.

The Committee on Status of Women in India (1974) also recommended common course of education for both boys and girls till the end of class X, all courses being open to boys and girls. National Policy on Education 1986 and its PNA also emphasised equal educational opportunities and common curriculum for all. It says "Non discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as existing and emergent technologies".

111. At present there is no visible curriculum differentiation on the basis of gender except that the home science syndrome still persists in most states. Sometimes, curriculum transaction becomes gender biased. Sex bias has been observed in some +2 level vocational courses.

- Strategies to eliminate curriculum differentiation:

- Orientation of curriculum framers and developers, teacher educators and teachers on gender issues.
- Provide guidelines to textbook writers and illustrators to write gender bias free textbooks.

- Re-orient teachers at all stages of Education (through pre-service and in-service training) for transacting curriculum in a gender bias free manner.
- Open all type of vocational courses for boys and girls.
- Sensitive parents and community regarding undifferentiated curriculum for boys and girl, so that they can help girls to choose courses according to their abilities. School can take the initiative for such sensitization.

Methodology

Ask the participants to enlist various courses open for boys and girls in their state/organisation/institution on the basis of experiences of participants develop the lecture.

MODULE 103

Theme 103.2: Elimination of Gender Bias from Textbooks

Expected Outcomes

- Understanding the probable areas of sex bias and stereotyping in textbooks.
- Evaluating textbooks (Classes I to V) prepared by NCERT from gender bias point of view.

Content Points

- Concept of gender bias and gender stereotyping.
- Operation of sex bias in textbooks and how these reflect and perpetuate the biases in society – sex bias and stereotyping is result of the undervaluation of the girl child in our society. What we observe in our society, gets reflected through the textbooks and other reading materials.
- Areas of Sex Bias in Textbooks:
 - i. Content
 - 1. Thematic content – content may carry imbalances in themes relating to women in lessons or there can be complete omission.
 - 2. Content may be stereotyped – The image of women is often distorted, simplistic, limited or even degrading with clear distinction made between the roles of men and women, both of whom are shown engaged in stereotyped activities.
 - ii. Linguistic bias – curricular material often reflects sex bias inherent in the vocabulary, grammar and usage of a language.
 - iii. Bias in the presentation of textual material especially in illustrations and visuals.

- Evaluation of Textbooks to locate
 - the matter prejudiced to the sexes, and
 - the matter promoting equality between sexes (locating positive aspects)
- How to Evaluate Text Books (Tool) (See the Hand-out)
- A brief evaluation report of NCERT primary text books 25 text books prepared by NCERT were evaluated by DWS faculty. The text books were of Hindi, English, Environmental Studies, Social Studies, Science and Mathematics. It was found that there was male domination in content, illustrations and exercises in most of the text books. However girls/women were shown in some positive, new roles also.
 - Elimination through a conscious approach on the part of a textbook writers, teachers, students and authors through developing alternative in textual material. The textbook writers and illustrators should work in coordination to write such material.

Methodology

- i. Show transparency showing examples from textbooks of different subjects depicting male dominance. Ask the participants to react.
- ii. Then introduce the term gender bias and stereotyping.
- iii. With the help of examples given by the participants and examples taken from textbooks explain how gender bias and stereotyping operates in different areas i.e. in content, illustrations, pictures etc.
- iv. Show a transparency depicting a simple evaluation tool to evaluate textbooks from gender bias point of view and explain how to evaluate a textbook.
- v.a. Divide the participants into groups on the basis of subjects.
 - b. Ask each group to evaluate NCERT textbooks of a particular subject & prepare a report for the same
 - c. Ask one member from each group to present the report and discuss the evaluation report.

Overall Evaluation

1. No. of Chapters/Lessons :
No. of Authors
 a. Male :
 b. Female :
2. No. of Themes relating to
 a. Males :
 b. Females :
3. No. of Characters
 a. Males :
 b. Females :
4. No. of Visuals
 a. Male :
 b. Female :
 c. Both :
5. Major Roles/Activities
 a. Male :
 b. Female :
6. Suggestions for Eliminating Biases

Signature of the Evaluator

Address: _____

MODULE 103

Theme: 103.3: Gender Equality Through Curriculum Transaction

Expected Outcomes

- Equipping the participants with knowledge required to provide gender equality through transaction of different subjects.
- Developing skills in transacting curriculum of different subject in gender bias free manner.

Content Points

Social Sciences - During the transaction of social sciences

- The status and the role of women in the development of society must be highlighted.
- Women's Contribution towards the growth of civilization or culture must be highlighted.
- History must have women's perspective.
- Give knowledge about legal rights of women.
- Highlight the role of women in the family along with other members of the family.
- Involve both boys and girls in co-curricular activities.
- Highlight the relationship of geography of a place and the status of women.

Science and Mathematics

- Biases regarding the abilities of girls in coping with Science and Mathematics subjects must be eliminated with the help of scientific evidences and reasons.

- Correct knowledge of the human physiology must be provided.
- In the classroom and laboratories equal opportunities should be given to both boys and girls.
- Biographies of women Scientists and Mathematicians must be highlighted.
- Demystify science through positive images and role models.

Efforts should be made to negate all those values and situations in mathematics and science which depict women as a weaker sex, undervalue their intellectual activity, featuring men doing important work and women in supportive roles.

- Provide remedial teaching to girls having low achievement in science/maths.

Language

- Avoid use of sexist language
- Textbooks and supplementary readers at the school stage should not contain any references to women which degenerate their status. The existing books should be evaluated and scrutinized from this point of view so as to delete all such references. However, as long as teachers have to use the existing books they should take care to play down all such references; and endeavour to put things in the correct perspective.
- The contribution of women writers, poets and novelists should be given their due place.

Work Experience

- No gender based discrimination in assigning activities to students.

Health and Physical Education

- Girls should be encouraged to participate in physical activities, games and sports.

Methodology

- i. After the initial discussion divide the participants into different groups according to subjects.
- ii. Ask the group members to discuss how to make curriculum transaction of a particular subjects gender inclusive. Ask them to note down the points.
- iii. Supplement these points by giving more examples.
- iv. Give demonstration for transacting curriculum of a particular subject in gender bias free manner.

MODULE 103

Theme 103.4: Inputs Into Teacher Education (Pre-service and In-service) for Promoting Women's Equality

Expected Outcomes

- Analysing National Curriculum of Teacher Education (for elementary and secondary teachers) to make it gender inclusive.
- Suggesting some women's specific themes/topics/projects to be incorporated in teacher education curriculum.

Content Points

Structure of Teacher Education

Teacher Training at:

Nursery Stage

Elementary Stage (Primary, Upper Primary)

Secondary Stage

Higher Education Stage

National Curriculum of Teacher Education

a. Foundation Courses

(Philosophical, Socio-cultural and Psychological foundation of education)

b. Stage relevant specialisation

c. Additional specialization

d. Practical/Field Work

Restructuring Teacher Education Programme with a Gender Focus

- i. Identifying plus point in the existing curriculum of teacher education for incorporation of women's issues.
- ii. Re-designing the courses keeping in view the equality between sexes.
- iii. Introducing special/elective papers on women's education and to incorporate gender dimension into general topics during curriculum transaction.
- iv. Encouraging researches in women's studies or on contemporary women's issues at M.Ed., M.Phil. or Ph.D. level.

Methodology

- i. Discuss National Curriculum of Teacher Education (for elementary and secondary teachers).
- ii. Show transparency and ask participants to identify plus points in different papers of teachers education of different states for incorporating gender issues.
- iii. Show transparency and discuss suggested projects/topics for practical work and dissertation. Supplement the list with topics/themes suggested by the participants.

Transparency 103.4.1

Some Suggested themes to be incorporated into Teacher Education Curriculum

- Paper
- Education in the emerging Indian society.
 - Education of women in different periods of history.
 - Impact of girls education on population, IMR, Child Health.

role of women in developing culture, agriculture economy, technology.

Elimination of sex stereotyping from curriculum and educational programmes.

Barriers to the development of women and strategies to overcome the same.
 - Psychology
 - Individual differences verses gender based differences.
 - Mental hygiene of boys and girls. Special problems of boys and girls. Behavioural problems of boys and girls.
 - Development - growth and development of Intelligence and Personality is same for boys and girls under similar conditions.

Transparency 103.4.2

Proposed Projects and Topics for Elementary Teacher Training, B.Ed., Practical Work and M.Ed. Dissertation

1. To educate illiterate women adults.
2. To study organization and functioning of agencies working on women upliftment.
3. To study problems of rural women.
4. To study the problems of women prisoners in jails.
5. Awareness of women against social pre-judices.
6. Problems of working women
7. Organisational problems of adult education for rural women.
8. To make women aware of their abilities.
9. Role of women in media.
10. Women exposure in TV, Cinema Advertisement.
11. Problems of tribal women.
12. Study of tribal women, rural women.
13. Schemes for making women self employed.
14. Attitude of educated women towards marriage; men; modernization etc.
15. Time budget studies on women.
16. Personality profiles of illiterate women.
17. Personality profiles of five persistent and five drop-out girls.
18. Preparation of a project report for an adult literacy centre for women.

MODULE 103

Theme 103.5: School as an Institution for Promoting Gender Equality

Expected Outcome

- Developing skills in planning and implementing an institutional (school) plan for promoting gender equality.

Content Points

1. Planning and Developing an Institutional Plan

- Carry out situational analysis of the school to know the reality and to identify the plug points.
- Select issues according to the maturity of children.
- Identify resources (human and other resources) in and outside the school.
- Involve parents, community, teachers and senior students in making institutional plan.

ii. How a school can become an agent of change (Implementa-

approach.

as and duties of boys and girls and teachers.

academic and co-curricular) according to their abilities and to their sex.

textbooks and other reading material to sex bias and stereotyping.

as of schools from gender application forms, annual report, staff meetings etc.).

- By role play and reversal.
- By reversal of duties considered as traditionally female or male oriented.
- Organising camps, picnics, visits, project work etc. which offer excellent opportunities for inculcation of attitudes of parity and imparting skills and competencies which equip the girls with positive self concept and confidence.
- Involving girls and boys in preparing charts, models, wall magazines, catchy slogans.

Methodology

After initial discussion explain institutional plan and its implementation for promoting gender equality on the basis of experiences of the participants.

Field Visit take the participants to a nearby school or non-formal centre working to promote gender equality. Discuss the function of school.

LIST OF READINGS

103

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6. Keller, Evelyn fox 1985; Reflections on Gender and Science, Yale University Press, New Haven and London.
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12. Kulshreshtha I., Undoing the Damage - NCERT, 1989.
13. Kulshreshtha I., Women's Studies in School Education; New Delhi, Sterling Publishers Pvt. Ltd., 1989.
14. National Curriculum for Elementary and Secondary Education: A Framework, NCERT Publication.
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16. Status of Women Through Curriculum, Secondary Teachers Handbook, NCERT, 1982.

17. Women's Equality and Empowerment Through Curriculum:
Handbook for Teachers at Primary Stage, Department of
Women's Studies, NCERT.
18. Women's Equality and Empowerment Through Curriculum:
Handbook for Teachers at Upper Primary Stage, Depart-
ment of Women's Studies, NCERT.

MODULE 104

Quantitative and Qualitative Methods in Women's Studies

Duration: 30 Hrs.

Theory - 12 hrs.
Practical - 18 hrs.
Exercises

Rationale

Women's Studies is a new field with a very special goal of promoting gender equality. The emergence of this discipline is a manifestation of concern towards increasing inequalities, discrimination, inhuman exploitation and marginalisation of women in all walks of life. Recent years have witnessed some marked changes in the methodology of women's studies. Thrust of studies, descriptive macro-level studies to the micro-level in-depth action oriented research. In this context the importance of quantitative and qualitative methods in women's studies for generating necessary data and information on the gender dimensions based on a scientific basis can hardly be over emphasised. It is well accepted that information is needed for making an assessment of the present situations, gaps and the magnitude of the task with reference to well stated policy goals; for diagnosing the problems by undertaking bench mark surveys; for making projections and policy formulation, planning,

implementation, monitoring and evaluation of specific programmes etc. The methodological thrusts in women's studies are essentially oriented towards participatory action research. The researches are focussed on generating awareness against sexist approach and behaviour of the society for devising effective reformative actions for the betterment of women ensuring them quality and dignity in all spheres of life.

Purpose

The purpose of this module is to:

- i. Understand the emergence of women's studies as a discipline.
- ii. Delineate the role of women's studies as a possible social critique and for action in promoting equality.
- iii. Explain various methods being used in women's studies.
- iv. Identify and interrelate basic indicators having bearing upon women's education and development.
- v. Develop skills to analyse and interpret quantitative and qualitative data.

Themes

- | | | |
|---|---|-----------|
| 1. Role of women's studies | - | 1.30 hrs. |
| 2. Quantitative and qualitative Methods | - | 1.30 hrs. |
| 3. Participatory Research | - | 1.30 hrs. |
| 4. Nature and sources of data | - | 1.30 hrs. |
| 5. Researches on women's education in 19th and 20th Century | - | 1.30 hrs. |

- | | | | |
|----|--|---|-----------|
| 6. | Basic indicators of women's education and development (demographic, social, educational, economic and political) | - | 1.30 hrs. |
| 7. | Tabulation, presentation and analysis of data (State and District Profile) | - | 1.30 hrs. |
| 8. | Monitoring and Evaluation of Education Programmes for Equal Opportunities and Women's Empowerment | - | 1.30 hrs. |

MODULE 104

Theme 104.1: Role of Women's Studies

Expected Outcome

The participants

- will acquire knowledge about the emergence of women's studies as a discipline.
- will understand the role of women's studies for promoting gender equality.

Content Points

- Emergence of women's studies as a legitimate field of enquiry - an academic discipline and as a strategy for change.
- Significance of Report of Committee on Status of Women (1974). International Women's Year and the Women's Decade (1975-85) for giving birth to women's studies in India.
- Distinguishing studies and writings on women from the area of women's studies, while the former uses women as objects of study and enquiry, the latter employed theoretical framework and methodologies of existing social sciences for understanding, explicating the women's question with a view to intervention.
- Conscious attempt at the growth of new concepts, theoretical constructs and methods of women's studies both qualitative and quantitative, with emphasis on participatory research and micro planning.
- Data and information networks of researches in the area of women's education and development with reference to the Revised Programme of Action (POA) 1992 as reproduced below:

Research in Women's Studies

"Women's Studies is a critical input to promote better understanding of women's contribution to social processes within social, technological and environmental change, their struggles and aspirations, conceptual obstacles that make them 'invisible' in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination, and thus empower women to achieve effective participation in all areas of national or international development".

The Four Dimensions to be supported are:

- i. Research to advance the frontiers of knowledge, develop human resources and produce teaching/learning material in pursuit of the above aims.
 - ii. Teaching to change present attitudes and values of men and women to one of concern for gender equality. Existing biases and deficiencies in curriculum will be addressed.
 - iii. Training of teachers, administrators and planners to enable them to play a positive interventionist role for gender equality.
 - iv. Extension of direct involvement of institutions in women's empowerment activities among the community." "POA 1992".
- The need to focus on critical analysis of gender relations - social, economic, political and legal roles of men and women within societies to be placed within the temporal and the special group specific variations in a comparative frame.
 - Utilizing women's studies for the process of women's empowerment through education, intervention in policy, planning, curriculum development, teacher training and curriculum transaction, community involvement and public cooperation.

Methodology

Lecture and Participatory discussion of role of women's studies with the help of examples.

MODULE 104

Theme 104.2: Research Methods in Women's Studies

Expected Outcome

The participants will

- understand quantitative, qualitative, and other research methods used in women's studies.
- acquire knowledge about different tools used in carrying out research in the field of women's studies.

Content Points

- The various research methods include (i) Quantitative (ii) Qualitative (iii) Action (iv) Evaluation.

Exploring the meaning and characteristics of quantitative research methods.

- tools and techniques used in quantitative research methods.
- various types of methods e.g. surveys, interview schedules, questionnaires and experimental methods.

Discussing the meaning and characteristics of qualitative research methods

- various types of qualitative research methods e.g. historical approach, through observation, participatory approach, focussed group discussions etc.

Other Methods

- Besides quantitative and qualitative research methods and techniques used in the field of women's studies, other methods applied including action research and evaluative studies.

Illustrating action research and evaluative tools with examples from women's studies.

Methodology

1. Lecture cum participatory discussion.
2. Participants to formulate a small action research proposal in women's studies/girls' education and discuss it with the trainer/facilitator.

Transparency 104.2.1

Characteristics of Quantitative Research

- * Qualitative approach is knowing what social reality is or probing into reality.
- * It starts with no hypothesis.
- * Complete analysis of situation is very important.
- * Always demands the natural situation.
- * Always stand for direct observation.
- * Demands open, ended questions.
- * Always deals with holistic approach.
- * Non probability, small samples.
- * Ultimate purpose is to explain social phenomena or to develop micro theory.
- * Participants observation is best for qualitative research

MODULE 104

Theme 104.3: Participatory Research

Expected Outcomes:

The participants will be able to:

- understand the processes that can enable them to analyse some aspects of their situation/problems in detail.
- make a collective effort to plan and take some concrete action.
- make connections between their personal reality and the larger social reality.
- develop self confidence and self reliance to an extent.

Content Points

- Participatory Research is a systematic process which involves people in the analysis of their own situation. Every individual carries out some research every day.
- Participatory Research gives participants the skills and confidence to understand their own situation. Surveys made by experts make the population studies dependent and prevent them from improving their present condition.
- Most developmental programmes are based on the analysis made by outside experts who have a different perception of poor women. Frequently, they create programmes on the basis of their analysis, which do not fulfil women's real needs.
- The main limitation of this type of programme is that once it fails, the experts blame the people instead of their wrong perceptions.
- What is the problem? Participants should have clear and concrete understanding of the problem by making rapport with other members of the group/community.

Do the participants need a solution? It is necessary to ensure that there is a willingness to understand the problem, to plan and take action.

Do the participants have some knowledge about the problem? It is necessary to know the type and intensity of the problem.

Identify the roles of the participants.

Delimitation of the problem to sharpen the focus.

The possible solutions and action approach.

ogy

Self survey technique can be used to carry out participatory research in which a group of women can investigate a particular problem by using a questionnaire to know the opinions of a large number of women.

- Group Discussions - In a group discussion, contradictory opinions and points of view of different women can be openly discussed and analysed.
- Shivir - In there, women come together in an informal and free atmosphere to share problems.
- Research Team - formulation of research team helps in providing technical expertise to study the problem and finding the appropriate solutions.
- Fact finding visits help a group to find out the reality and develop confidence.
- Audio-visual production - use of audio-visual aids help to facilitate analysis and reflection for illiterate masses.
- Theatre can also be used to generate awareness about the problems among common people to stimulate further analysis, reflection and action.

MODULE 104

Theme 104.4: Nature and Sources of Data

Expected Outcome

The participants will:

- understand the need of data required for girls' education and development.
- know primary and secondary sources of data for women's education and development.
- will analyse data gaps.

Content Points

- Data provides the basic inputs for the analysis of situation. It provides diagnostic and forecasting indicators of women's education and status.
- It helps in developing programmes, formulation of policy, planning and implementation strategies.
- Data is needed for girls' education and development (demographic, educational, social, economic, political etc.).

- Main sources of Data

(a) Primary Sources

(Here the investigator collects data personally or through local agents. He or she has to be on the spot for conducting the enquiry and he/she has to meet people from whom data has to be collected).

Example

Data collected through Field Surveys, Sample Surveys, Case Studies, Participant Observations.

- (b) Secondary Sources of Data - the data is collected through printed material reported by other sources.

There are several agencies at District, state, National and International levels collecting and processing data on several socio-economic, educational and demographic indicators. These agencies publish data through various publications.

Data Gaps

- Net enrolment ratio is not available. Therefore, progress towards UPE and SEE can not be judged and monitored.
- Number of repeaters is not available, flow rates between the grades cannot be obtained and hence, exercise of internal efficiency of education system cannot be undertaken.
- Rural urban yearly data is not available.
- There is a lack of time series data at the district level.
- Work done by many voluntary organisations does not get documented.
- Storage of data is not properly done.
- Data is not upto date and there is a wide gap between the collection and dissemination of data.

Methodology

Discuss various content points with the help of transparencies and examples.

Selected Publications Published by Central and State Governments

1. Department of Education, MHRD.
 - Education in India
 - Volume - I: Numerical Data
 - Volume - II: Expenditure and Income Data
 - Volume - III: Examination Results
 - Selected Educational Statistics
 - Education in Universities in India
 - Expenditure as shown in the Annual Budget in the States.
 - Progress of Education of SC and ST²
 - Districtwise Statistics (quinquennial)
 - Directory of Institutions of Higher Education (biannual)
 - Selected Information on School Education in India.
 - Handbook of Education and Allied Statistics in India (Occasional).
- ii. Registrar General of India
 - Different Census of India, Publications relating to information at All India, State and District levels.
- iii. Central Statistical Organisation
 - National Accounts Statistics
 - Monthly Abstract of Statistics
 - Quarterly Bulletins of Economics and Statistics.

- iv. Planning Commission
 - Education and Allied Statistics
 - Annual and Five Years Plan Documents
 - Mid term Appraisals (in between Annual and Five Year Plans).
 - Study reports of PEO (Programme Education Organisation).
- v. Ministry of Health and Family Welfare
 - Family Welfare Programme in India - Year Book
- vi. Union Public Service Commission
 - Annual Reports
- vii. University Grants Commission
 - Annual Reports
 - University Development in India
- viii. N.C.E.R.T.
 - Annual Reports
 - National Talent Search Examination Results.
- ix. N.I.E.P.A.
 - Annual Reports
 - Educational Administration Survey Reports (Occasional).
 - Basic Educational Data: A Compilation (Occasional).
- x. Reserve Bank of India
 - R.B.I. Bulletin
- xi. Directorate of Adult Education
 - Literacy Digest (Occasional)

xii. State Government.

- Statistical Abstracts of different states and union territory governments published by the State/Directorate/Bureau of Economic and Statistics.
- State Annual Educational Plans
- State Annual Reports
- State Survey Reports
- Year Books of State
- District Developmental and Educational Plans.
- District Statistical Handbooks
- NIC-NET
- Regional and local news papers, publications of universities, professional journals, International Organisations like World Bank, UNICEF, UNESCO, UNDP, WHO, ILO, UNFPA etc. also publish statistical documents.

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MODULE 104

Theme 104.5: Researches on Women's Education in 19th and 20th Century

Expected Outcome

The participants will:

- understand trends in researches on women's education.
- acquire knowledge about types and mode of researches being carried out in women's education.

Content Points

- Review of literature and studies carried out in women's education in 19th and 20th century.
- Research trends in women's education in 19th and 20th century.
- Shift from descriptive macro studies to micro studies from general to particular; from un-disciplinary to inter-disciplinary and multi-disciplinary approach; from documentary analysis to participatory observation using indepth interviews and questionnaire techniques.
- Needed types of researches in the field of women's education - Informative, Analytical, ameliorative, reformatory, application oriented.
- The need to focus on critical analysis of gender relations social, economic, political and legal roles of men and women within societies.
- Utilizing women's education for process of women's empowerment through education, intervention in policy, planning, curriculum development, teacher training and curriculum transaction, community involvement and public cooperation.
- Mode of researches mainly, action and participatory.

MODULE 104

Theme 104.6: Basic Indicators of Women's Education and Development

Expected Outcome

The participants will:

- acquire knowledge about characteristics, uses and classification of indicators of women's education and development.
- understand choice of indicators for women's education and development.

Content Points

Indicators

- The definition - An indicator is a statistical number which indicates certain aspects of reality.
- Characteristics of an indicator:
 - It is quantifiable
 - Indicators make general comment
 - They indicate something beyond their own properties.
 - They are temporal (keep changing)
 - They are context specific
- Indicators are used for:
 - Evaluation
 - Diagnosis
 - Research
 - Comparison of the system

- different types of indicators
 - Demographic
 - Social
 - Economic
 - Political
 - Educational
- Classification of Educational Indicators:
 - i. Commonly used educational indicators e.g. literacy rate, enrolment ratio etc.
 - ii. Indicators used in educational researches e.g.
 - Input indicators
 - Process indicators
 - Output indicators
 - Outcome indicators
 - iii. Indicators to evaluate the educational system:
 - Indicators of growth
 - Indicators of equality
 - Indicators of quality
 - Indicators of efficiency
 - Indicators relevance
 - iv. Equal opportunity indicators
 - v. Women Empowerment Indicators
 - vi. Basis of interpretation of indicators
 - Self reference
 - Norm reference
 - Criterion reference

- Choice of indicators for women's education and development.
 - Indicators to show progress of women over a period of time in different sectors.
 - Indicators to show progress of women as compared to men.
 - To show intra group differences (general, SC/ST, rural/urban) among women.
- Relationship between different indicators of women's education and development.

Methodology

- After giving a brief introduction about the indicators, explain choice of indicators for women's education and development.
- Show transparency and explain the indicators given in it.
- Ask the participants to collect atleast 15 indicators of women's education and development of their state/district from secondary sources.

List of Indicators

DEMOGRAPHY

Density of population	Number of persons per sq. km. of land (excludes area under water i.e.
	$\frac{\text{Population}}{\text{Total Land area in km.}^2}$
Sex Ratio	$\text{i.e. } \frac{\text{Total Males}}{\text{Total Females}} \times 1000$
Crude Birth Rate (CBR)	Number of live births per 1000 persons in a given year
	$\text{i.e. } \frac{\text{Total live births in a year}}{\text{Total mid year population of the year}} \times 1000$
Crude Death Rate (CDR)	Number of deaths per 1000 population in a given year
	$\text{i.e. } \frac{\text{Total deaths in a year}}{\text{Total mid year population of the year}} \times 1000$
Expectation of life at Birth	Average number of additional years a person would live if current mortality trends were to continue
Total Fertility Rate (TFR)	Average number of children that will be born alive to a woman during her reproductive span (15-49 years) of life.
Total Marital Fertility Rate (TMFR)	Average number of children born alive to a married woman during her reproductive span (15-49 years) of life conforming to the age specific marital fertility rate in a given year.

Infant Mortality Rate (IMR)	Number of deaths of infants under one year of age in a given year per 1000 live births in that year.
Child Mortality Rate (CMR)	Number of deaths to children in age group 0-4 years per 1000 child population (0-4 years) in a given year.
Age Specific Death Rate (ASDR)	Number of deaths in specific age group per 1000 population in the same age group in a given year.
Child Women Ratio	Number of children in age group 0-4 years per 1000 women in the age group 15-49 years.
	$\text{i.e. } \frac{\text{No. of children aged 0-4}}{\text{Females aged 15-44}} \times 1000$
Child Dependency Ratio	Number of children in age group 0-14 years per 1000 persons in the age group 15-49 years.
Educational Literate	One who can read and write any language with understanding (census)
	The main source of data on literacy is Census Publications.
Literacy Rate	Number of literate persons per 100 persons
	$\text{i.e. } \frac{\text{Total literates}}{\text{Total population}} \times 100$
Age Specific Literacy Rate	Number of literates per 100 persons of a particular age group.
	$\text{i.e. } \frac{\text{Total literates in a particular age group}}{\text{Total population in that age group}} \times 100$

Enrolment Ratio

These ratios indicate that proportion of children of a certain age who are enrolled. These are specifically useful because they give a direct and a quick idea of enrolment as a measure of participation of population zones and regions and make comparisons easy.

G.E.R.

Total enrolment in a particular stage of education
i.e. $\frac{\text{Total enrolment in a particular stage of education}}{\text{Total population in the relevant age group}} \times 100$

(a) Gross Enrolment Ratio (GER)

These ratios are calculated by dividing total enrolment in a given educational level (whatever may be the pupil's age) by the age group corresponding to the official age for the level. For example, primary education lasts for 6 years and if the official entry age is 6 years, the official age group corresponding to the primary education in the 6-11 years group e.g.

Gross Enrolment Ratio at Primary Level

$\frac{\text{Total Primary Enrolment (6-11)}}{\text{6-11 age group population}} \times 100$

(b) Net Enrolment Ratio at Primary Level

In GER, we have taken total enrolment, irrespective of age, to get the net enrolment ratio, we have to take only pupils of the official age for the level of education concerned. e.g. for primary level official age group is 6-11 years e.g.

$\frac{\text{Enrolment aged 6-11}}{\text{6-11 Age Group Population}} \times 100$

(c) Age Specific Enrolment Ratio (ASER)	<p>Enrolment of a given age group population in a year irrespective of grades or levels of education e.g. enrolment ratio for 10 years old.</p> $\frac{\text{Enrolment of 10 years old}}{\text{Population of 10 years age group}} \times 100$
Drop Outs	Leaving school/class without completing the course or required stage of education.
Stagnation	Repeat the same class/course.
Wastage	Includes both stagnation and dropouts
Transition Rate	It shows students flow from one level of education to the other e.g. transition rate from primary to secondary education shows the percentage of pupils in the final class of primary education who are admitted to continue their studies in secondary education during the following year.
Transition Rate from Primary to Secondary Education	$\frac{\text{New entrants to 1st year secondary in year } t+1}{\text{Enrolment in final year of Primary Education in year } t} \times 100$
Repetition Rate	Repetition rate is the percentage ratio for a grade 'g' in year 't' between t+1 and enrolment in the year 't' in the same grade.
Repetition Rate for Grade 'g' in year 't'	$\frac{\text{Number of pupils repeating grade 'g' in year } t+1}{\text{Total number of pupils in grade 'g' in year } t} \times 100$
Dropout Ratio	$\frac{\text{Number of pupils dropping out from grade 'g' in year 't'}}{\text{Total number of pupils in grade 'g' in year 't'}} \times 100$

Pupil Teacher Ratio

Average number of pupil per teacher

Total pupils in a particular stage/class

i.e.

Total teachers in particular stage/class

ECONOMIC

Work Participation Rate

Number of worker persons per 100 persons.

(Percentage of workers among population).

Number of Main Workers

Number of main workers (who are engaged in any economically productive activity for 183 days or more) per 100 workers.

Percentage of Marginal Workers

Number of marginal workers who are engaged in any economically productive activity for less than 183 days) per 100 workers.

Percentage of Main Workers by Occupational Categories:

(a) Cultivators

Number of persons working as cultivators per 100 main workers.

(b) Agricultural Labourers

Number of persons working as Agricultural labourers per 100 main workers.

(c) Household Industry Workers

Number of persons working as household industry workers per 100 main workers.

(d) Other Workers

Number of persons engaged in activities other than the three categories of main workers per 100 main workers.

SOCIAL

Incidence of Rape

Incidence of Dowry Deaths

Incidence of Cruelty

Incidence of Eve Teasing

Incidence of All Crime Against Women.

POLITICAL

Percentage of Women Voters

Percentage of Women in Panchayats, Gram Panchayat and Public Bodies.

Percentage of Women MLAs/MPs to the total MLAs/MPs.

Percentage of Women Judges to the total Judges.

MODULE 104

Theme 104.7: Tabulation, Presentation and Analysis of Data

Expected Outcome

The participants will:

- develop skills in presenting data through tables, diagrams and graphs.
- be able to calculate simple statistics.
- will develop skills in analysing data on the basis of gender.

Content Points

- Data, types of data Discrete and Continuous series of data, Frequency, tables.
- Presentation of Data
 - textual form
 - tabular form
 - diagrammatic and graphic representation - line graph, bar graph, pictograms, pie diagrams, circular diagrams, cartograms, histograms, frequency polygon etc.
 - Charts and maps
- Calculating simple statistics eg.
 - i. ratios, rate and percentage.
 - ii. computing mean, median, mode (measures of central tendency).
 - iii. calculating range, quartiles, percentiles, mean deviation and standard deviation (measures of dispersion).

iv. Normal Probability Curve (NPC)

- Simple trend analysis
- Comparing, analysing and interpreting data on the basis of gender.
- Data has to be segregated on the basis of gender
- In the presentation and analysis of data (e.g. tables, graphs etc.) girls'/women's position on various indicators has to be highlighted.
- Disparities (male/female, within female groups e.g. rural/urban, SC/ST etc.) have to be highlighted.

Methodology

- After initial discussion draw diagrams and graphs on blackboard or show the transparency.
- Calculate ratios, rates and percentage, mean, range with the help of participants.
- Explain analysis of data on the basis of gender.

iv. Practical Exercise

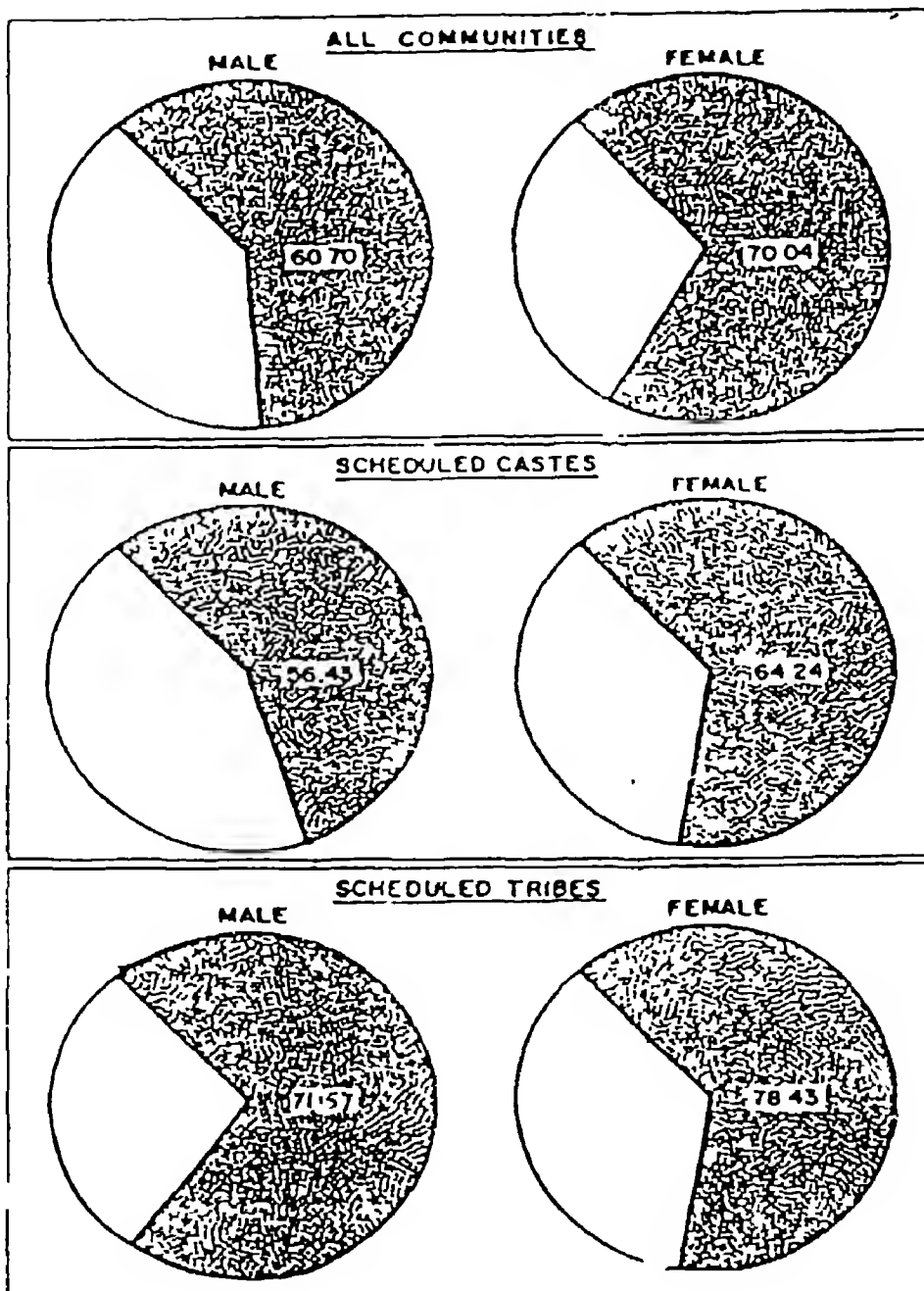
- The participants have to compute and analyse the following indicators and statistics for a district of their respective state:
 - Population Density (R/U)
 - Sex Ratio (R/U)
 - Literacy Rate Male - R/U
 Female - R/U
 - Gross Enrolment
Ratio at Primary
Level (I-V) Male - R/U
 Female - R/U
 - At Upper Primary
Level (VI-VIII) Male - R/U
 Female - R/U

-	Work Participation Rate	Male -	R/U
		Female -	R/U
-	Percentage of Main Workers	Male -	R/U
		Female -	R/U
-	Percentage of Main Workers by Category of Occupations -		
	Cultivators	Male -	R/U
		Female -	R/U
-	Agricultural Labourers	Male -	R/U
		Female -	R/U
-	Household Industry Workers	Male -	R/U
		Female -	R/U
-	Other Workers	Male -	R/U
		Female -	R/U
-	Percentage of Marginal Workers	Male -	R/U
		Female -	R/U

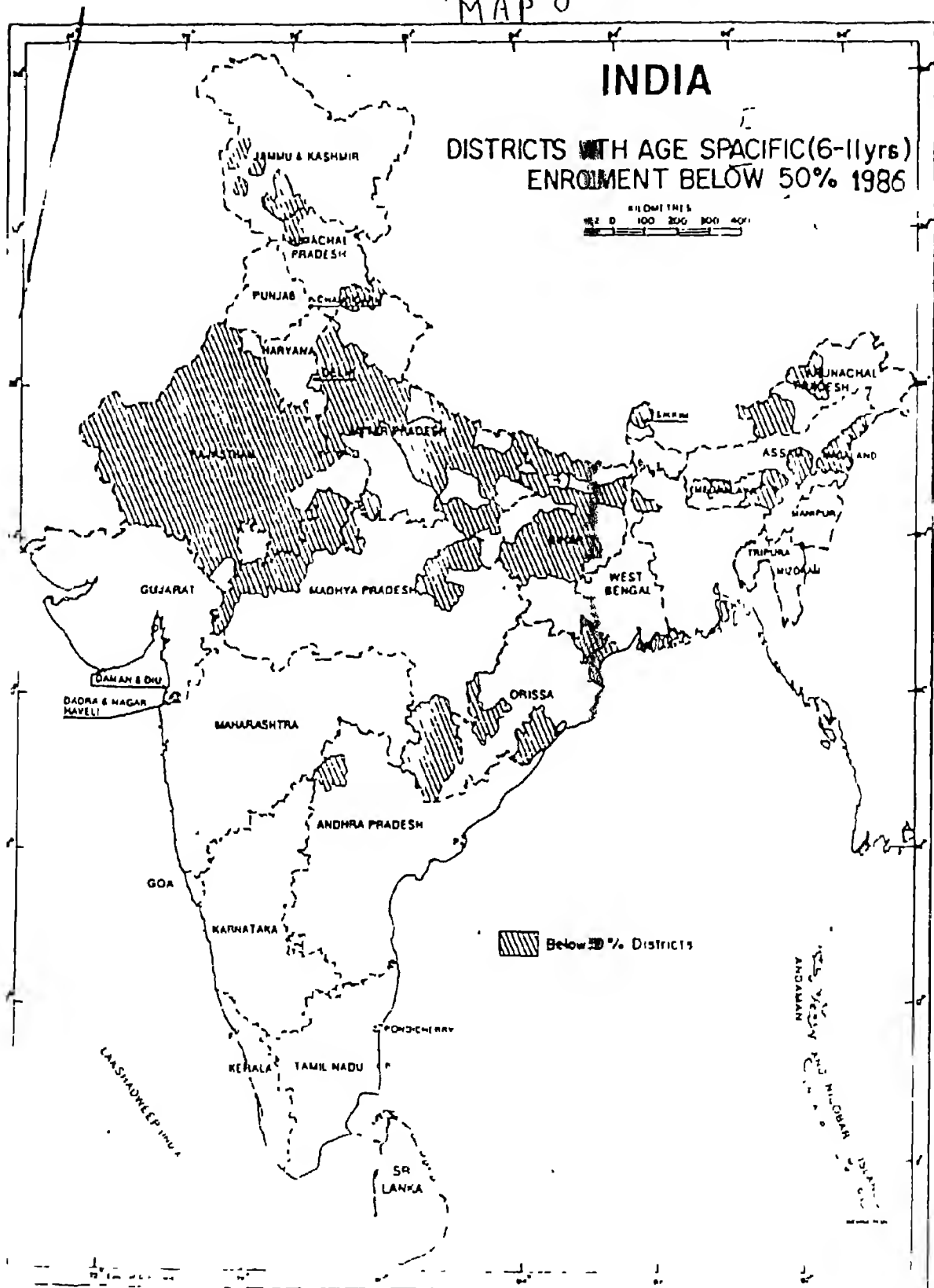
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Pai Diagram

DROP-OUTS IN CLASSES I-VIII
1985-86

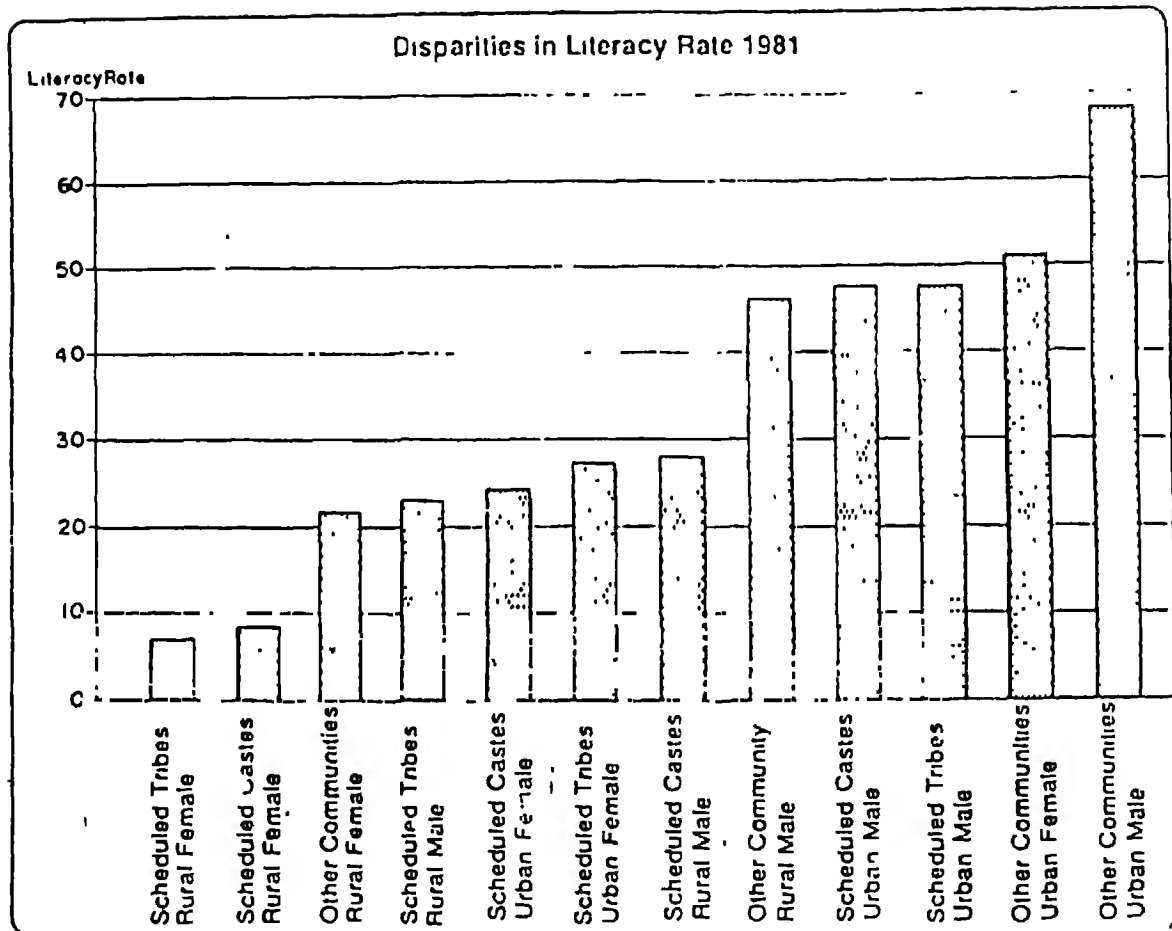


Transparency 104.7.2 -
MAP



Transparency 10/1.7.3

Bar graph



MODULE 104

Theme 104.8: Monitoring and Evaluation of Educational Programmes for Equal Opportunities and Women's Empowerment.

Expected Outcome

The participants will:

- acquire knowledge why monitoring and evaluation of educational programmes is needed.
- understand how monitoring and evaluation of educational programmes can be carried out.
- understand the need for MIS.

Content Points

Need

Need of Data for Monitoring and Evaluation of Educational Programmes of Equal Opportunities and Women's Empowerment - Information or data is power and it is needed for making an assessment of the present situation, gaps, and the magnitude of the task with reference to policy goals, for diagnosing the problems, for making projections and policy formulation, planning, implementation, monitoring and evaluation of specific programmes.

Process

- For Monitoring and Evaluation of Educational Programmes, the data should be programme specific.

- The issue of women's equality cuts across all levels and types of education. Therefore, the monitoring and evaluation of educational programmes should be done right from pre-primary level onwards, i.e.
 - at pre-primary level
 - at primary level
 - at secondary level
 - at higher secondary level etc.
- Monitoring and evaluation has to be done of (a) inputs (b) process and (c) outputs at all the levels. The inputs may include the infrastructure and physical facilities available for the girls'/women's education. The process may include evaluation of gender bias in textbooks, curriculum and its transaction and attitude/role of teachers/parents towards girls/women. Output may include educational achievement of girls/women, employment opportunities for girls/women.

Methodology

Lecture cum discussion method will be followed.

MODULE 105

Mobilisation of Women and Community

Duration: 10 hrs.

Rationale

It has been repeatedly emphasised in the NPE and its POA (revised) that women should be empowered for raising their social status. The National Perspective Plan (1988-2000) also perceives women as an important force process. Hence it is necessary that they should be mobilised and motivated for action so that their potentialities are fully and properly utilized.

For women's empowerment, it is very important to mobilise community so that it accepts women not in developing their total personality by putting least resistance in way of their self expression and motivation for action. To obtain the maximum output in this process it is important to address women and local community simultaneously.

The results can be encouraging if the participatory approach for mobilising women and community is followed. The ultimate objective is that women and the community should grow together through self efforts and mutual support.

Keeping the above points in view, the module 'mobilisation of women and the community' has been included in this training manual.

Objectives:

The participants will be able to:

- i. Understand the history of women's movement in India and the world.
- ii. Explore the strategies to involve community for women's empowerment.
- iii. Analyse role and functions of some organisations working at grass root level e.g. Mahila Mandal, Mahila Samakhya etc.
- iv. Develop skills to mobilise women for social, economic and political action.

Themes

- | | | | |
|----|--|---|----------|
| 1. | History of Women's Movement in India | - | 1.5 hrs. |
| 2. | Women's Movement in the World: From Mexico to Beijing: 1975-95 | - | 2 hrs. |
| 3. | Empowerment of Women at the Grass Root Level: Mahila Samakhya, Mahila Mandal, Mahila Samooch | - | 2 hrs. |
| 4. | Preparing women for Action: Educational, Economic, Social and Political | - | 2 hrs. |
| 5. | Agencies Working for Women's Development | - | 2.5 hrs. |

MODULE 105

Theme: 105.1: History of Women's Movement in India

Expected Outcome:

The participants will be able to:

- Understand the rise and growth of Women's Movement in India.
- Rise of Women's Movement in India.
- Formation of women's associations
- All India Women's Conference: Its Role.
- Congress has a women's wing in 1942.
- Demand of women's delegation for women's education and franchise.
- Contribution of women's movement to India's freedom struggle.
- Growth of women's movement after independence.
- India and the International Women's year.
- How is Indian women's movement different from the West.

Methodology

Lecture-cum-discussion method will be followed.

MODULE 105

105.2: Women's Movement in the World

Expected Outcome

The participants will:

- become familiar with women's movement in the world.
- be able to compare these Indian women's movement.

Content Points

- 1975 declared as International Women's year. The conference was held in Mexico. Indian delegation had Indian women dignitaries like Margaret Alva and Shyamala Pappu.
- International Women's Decade: 1975-1985 declared its goal as achieving equality between men and women.
- Improvement noticed in women's access to education, health care, participation in paid labour force. Almost every country worked through its Policies and Programmes to work for improved status of women.
- Since the Nairobi Conference in 1985, profound changes have been experienced. A worldwide movement towards democratisation has opened its political process.
- Growing strength of women's organisations/groups is being realised.
- Thrust during the decade has been on empowerment of women.
- Beijing conference held in September, 1995 is a new International Commitment to the goals of equality, development and peace.
- The Platform divided into six chapters identified 12 critical areas of concern which come in way of women's advancement.

- The Platform affirmed the Commitment of Governments to eliminate discrimination against women and remove obstacles to equality.

Methodology

Lecture followed by discussion.

MODULE 105

Theme 105.3: Empowerment of Women at the Grass Root Level: Through Mahila Mandals, Mahila Samakhya and Mahila Samoochs

Expected Outcome

The participants will become familiar with with the significance of Mahila Mandals, Mahila Samakhya and Women's Samoochs for Empowerment of Women.

Content Points

- Role of Mahila Mandals in empowering women.
- Role of Mahila Samakhya in bring about equality of women.
- Role of Mahila Samoochs in bring women together, planning programmes for women and working for their implementation and providing educational inputs for women.
- tackling of socio-cultural problems.
- organizing income generation programmes.
- creating an environment in the villages for the social acceptance of Mahila mandal, Mahila Samakhya and Mahila Samoochs.

Methodology

Lecture and discussion.

A film on Mahila Samakhya.

MODULE 105

Theme 105.3

(Recommendations of National Commission on Self Employed Women and Women in the Informal Sector, June, 1988)

Mahila Mandals

In many States, Mahila Mandals exist historically e.g. in the North East, they are playing a significant role in the community. In other States, village level mahila mandals have come up after Independence. their role has not been effective, nor have they been able to involve a majority of the poor women in the village.

With the increase in development and poverty alleviation programmes, reaching the interior parts of the country, women in the villages have become aware and are in a position to do something to improve their situation. Many mahila mandals, so far dormant are today eager for action.

The Commission also observed that the mahila mandals have tremendous potential in actively involving village women in changing the rural scene. But this potential is still not utilised.

The Commission perceives the villages mahila mandal as a suitable vehicle for change. Therefore, it strongly recommends the followings:

1. The village mahila mandal should be vigorously utilised in the implementation of the poverty alleviation programmes of the Government. The village mahila mandal should be entrusted with the responsibility of identifying IRDP beneficiaries. The list submitted by the village mahila mandal

should carry enough weightage at the decision making level. The village mahila mandal may also be entrusted to prepare a list of work site and proposed programmes under NREP, TRYSEM, RLEGP, Social Forestry and the like.

2. The mahila mandal should be encouraged to initiate innovative programmes like smokeless chullah, sulabh latrines, income generating skill trainings, water management and biogas plants.
3. The Government should provide adequate support for the mahila mandal in the form of resources like funds, a pucca house, a battery transistor and a tape recorder, electronically recorded songs, dramas, which carry effective messages, information.
4. The mahila mandal should be provided with guidance from the earlier proposed District Women's Development Officer, who under the proposed Development Officers will be in-charge of monitoring and laising areas.

The Government must give recognition to the mahila mandals. There will be resistance from the local officials and vested interest group against the mahila mandal getting active, so a strong sustained support will be absolutely necessary from the Government. The mahila mandals may make mistake. They will take time to prepare themselves for this role, but once they become active, they will be in a position to energise the mass of women workers. The commission recognizes that this is the only way to involve village women actively in the development process.

MODULE 105

Theme 105.4: Preparing Women for Action: Educational, Social, Economic and Political

Expected Outcome

- i. The participants will develop skills for preparing women educational, social, economic and political action.
- ii. The participants will become familiar with the process of organising women in groups.

Content Points

- Need to prepare women for individual and collective action in the area of social, political and economic issues - despite the fact that government has passed so many laws to help women and more and more women are working in different fields, problems of girls and women are there.

How to Prepare Women for Action

- Prepare women according to their needs - problems of girls/women differ from region to region and in different age groups. Therefore, action required will be of different nature.

For Educational Action - Develop Skills in Women

- i. for organising awareness campaigns
- ii. for effective group functioning and group leadership.
- iii. efficient communication skills in relation to illiterate and deprived groups.
- iv. of collecting data and household information.
- v. to identify needs of community.

Generate Awareness Among Women About

- i. Socio-cultural impediments to literacy
- ii. Forces in society and causes of oppression and marginalisation in case of women.
- iii. National Literacy Mission
- iv. Non-formal Education and UEE
- v. Incentives for SC and ST girls and girls of other background communities and women.
- vi. Pre-school education
- viii. Adult education and income generating scheme.

For Social Action'

- Identification of issues for women.
- Mobilizing women.
- What strategies should be chosen for changing values, attitudes and behaviour.
- Awareness about government schemes/programmes and other organisations for upliftment of women and helping women in distress.
- Awareness of mass media as a tool for spreading messages.
- Influencing of society and family as tools for improving position of women.

Preparing Women for Political Action

- They should know about governmental structure at village level.
- Make them aware about elected bodies e.g. gram panchayat and they must participate in these bodies.
- Women should have knowledge about political processes.
- They should know the advantage of electoral process and they should exercise their franchise.

For Economic Action

- Awareness about land, water, forest, distribution patterns and issues of injustice for women.
- Identification of raw materials which can be exploited for employment.
- Information about employment opportunity existing government schemes/programmes for helping women economically.
- Opportunities for income generation - technical information and feasibility, government's income generating schemes.
- Knowledge of marketing
- Awareness of local economic institution, banks and cooperatives.

Methodology

The content points will be covered with the help of transparencies.

Field Visit

Take the participants to an organisation which prepares women for different actions. Ask the participants to prepare a report and discuss it.

STATUS OF WOMEN

- * Status of women at Home in Village and Wider Society.
- * Denial of participation in decision making in social, economic and Political processes.
- * Unequal access to distribution of resources - health, food, education, technology and political resources.
- * Burden of household work reproductive responsibilities/work outside home.
- * Violence against women - domestic and others.
- * Participation in political processes.
- * Discrimination against women in respect of property rights/wages employment.

Transparency 105.4.2

WOMEN AND SOCIAL ACTION

- * Identification of Issues for Action
- * Mobilizing Women
- * Strategies for changing values attitudes and behaviour.
- * Un-registered Groups.
- * Forms of action available to women mass media publicity.
- * Influencing movement/society and family.
- * Planning social action.
- * Forms of communication street play, jatha etc.

Transparency 105.4.3

WOMEN AND THE STATE/GOVERNMENT

- * Governmental structure at village and block level and women's role in the same.
- * Women and local power structure why women are not represented in Panchayat Gram Sabha etc.
- * Women as beneficiaries of government schemes and programmes delivery system and its access to women.
- * Women and Electoral processes.

Transparency 105.4.4

WOMEN AND ECONOMY

- * Land water and forest distribution pattern and issues of injustice.
- * Women and Occupation ~ Identification of raw materials which can be explored for employment.
- * Poultry, piggery, sheep rearing, dairy sericulture etc.
- * Opportunities for income generation, technical information and feasibility.
- * Unpaid labour inputs by women.
- * Women and Marketing. Lack of access and cheating by middle men.
- * Local Economic Institutions and women's Role in Cooperative Banks Cooperative Laws.
- * Local crops and improved methods of storage.
- * Family budget and income management and women's role in it.

MODULE 105

Theme 105.5: Agencies Working for Women's Development and Empowerment

- There are many structures instituted at the governmental and non-governmental level for the advancement of women.

National Machinery

- For women's development and empowerment, the Government of India revitalised the governmental machinery at the national level by setting up a separate Department of Women and Child Development under the Ministry of Human Resource and Development.
- The Women's Bureau in the Department of Women and Child Development is made responsible for mainstreaming women into national development by raising their overall status. The Bureau, in its nodal capacity formulates policies and programmes, inacts/amends legislations affecting women and coordinates the efforts of both governmental and non-governmental organisations working for women. The programmes of the Bureau include employment and income generation, welfare and support services and gender sensitization and awareness generation.
- The Central Social Welfare Board (CSWB): At national level, it acts as an umbrella organisation networking through State Welfare Boards and through them thousands of voluntary organisations working for the welfare and development of women and children. Its important programmes includes socio-economic programmes, Mahila mandals and Training of Rural Women in Public Corporation.

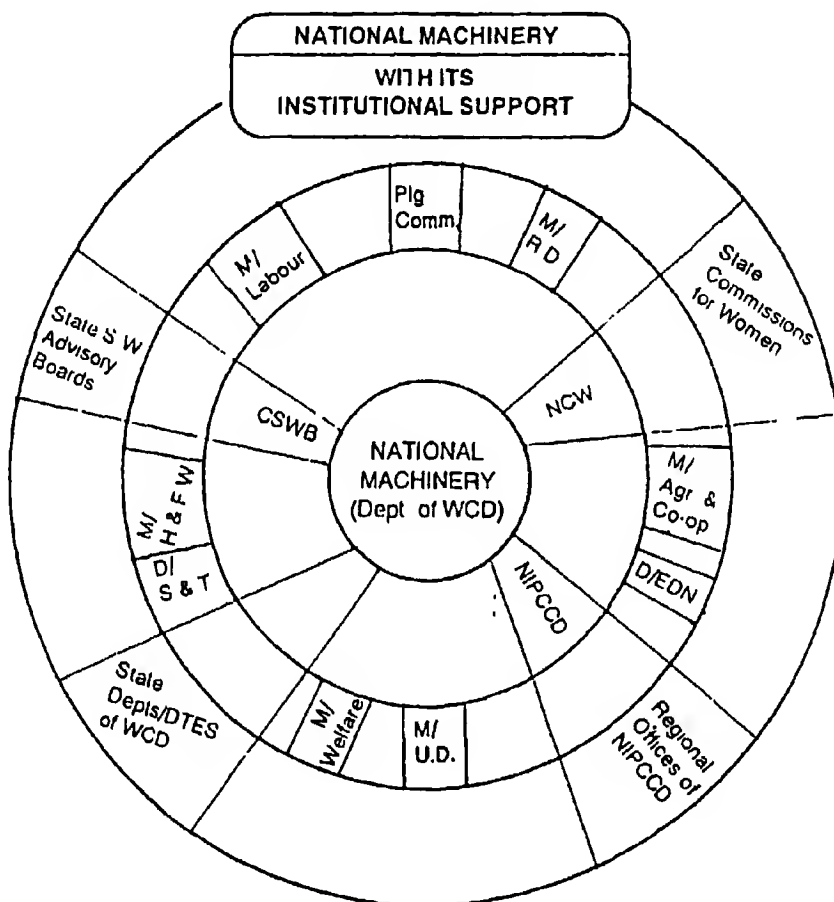
CSWB is involved in women's development at three levels - policy at the central level through its linkages with voluntary women's organisations, formulates its own development programmes for women on the basis of funds given by government; and implement programmes through its welfare extension projects which reach remote areas of the country.

- NIPCCD - New Delhi: The Women's Development Division of National Institute of Public Cooperation and Child Development was set up in 1986 to raise the issues on women and to provide technical support and guidance to government in the areas of research and training relating to women and children.
- The Women's Cell - set up in the Central Ministries/Departments of Labour, Industry, Rural Development, Science and Technology are expected to develop strong linkages between the national machinery and the women related Ministries/Departments.
- National Commission for Women - It was set up in 1992 as the highest statutory body to over see the safeguarding and protection of women's rights and privileges. Similar Commissions, are being set up at the state level.

Some Non-Government Organisations

Name of Organisation	Year of Establishment	Activities
1. All India Women's Confernece, 6, Bhagwandas Rd. New Delhi 110001	Established in 1929 with the objectives of emanicipation of women and upliftment of women and chidren	Research, Training Conscientisation, Counselling, Action Projects, Conferences, Workshop.
2. Centre for Women's Development Studies (CWDS), 25, Bhai Vir Singh Marg, New Delhi-1.	The Centre was established in 1980 as a result of the investigations of the committee on the status of women in India (1971-74) and the United Nations Decade for Women's Equality, Development and Peace.	Research, Consultancy, Counselling Action Projects, Conference, Workshop, Documenta- tion
3. Karmika, B-201, Gautam Nagar, New Delhi-110049	A Delhi based women's organisa- tion started in 1979 under the leadership of Ms. Subhadra Butalia.	- Conducting income generating project. - Provide legal aid and advice through a panel of lawyers as well as family counselling services - Health care & aware- ness generation on gender issues. - Extension work by organising seminars workshops, area camps, film shows to educate and generate amongst women.

Name of Organisation	Year of Establishment	Activities
4. National Federation of Indian Women, Ansal Bhawan, New Delhi.	Founded in 1954. It has branches all over the country with many people working on a voluntary basis.	<ul style="list-style-type: none"> - Fighting for the causes of women. - Joining hands with other smaller organisations in their welfare activities. - Training of women in income generating activities. - Working to eradicate illiteracy amongst women.



MODULE 106

Gender Sensitive Project Planning

Duration - 16 hrs. (Theory 6 hrs. + Practical 10 hrs.)

Rationale

Due to increasing resource constraints and the need to accelerate the pace of development through the optimum utilization of all resources both human and material, it is increasingly being realized that well planned and formulated projects can be an effective means of implementing policies and plans. In the area of women's education, there could be no better tool for effective resource mobilization and its utilization than the gender based educational programmes and projects planning.

Objectives

The participants will be able to:

- i. acquaint themselves with the concepts of educational programme and project planning.
- ii. develop skills in project planning for women's education and development.
- iii. get sensitized to the need of monitoring and evaluation of educational programmes and projects.
- iv. bring a strong awareness about gender perspective in educational project planning.

Themes

- | | |
|---|---------|
| 1. Project Formulation and Implementation | 2 hrs. |
| 2. Project Monitoring and Evaluation | 2 hrs. |
| 3. Project Illustrations | 2 hrs. |
| 4. Practical exercise | 10 hrs. |

MODULE 106

Theme 106.1: Project Formulation and Implementation

Expected Outcomes

The participants will

- i. acquire knowledge about meaning and characteristics of project and phases of project planning.
- ii. discuss project formulation and implementation in detail.

Content Points

- Definition and relationships of terms like -
Policy
Plan
- Programme and
Project
- Project - A project is a set of planned activities which are interrelated. It clearly specified what is to be accomplished, over what period of time and at what cost.
- Characteristics of a project:
 - It should have a start and a finish
 - It is time bound
 - All the activities are interrelated
 - Every activity has a specific task
 - There is a sequence of tasks in a project.
 - Flexibility is there in a project.
 - People are involved on projects.

- Project has to be funded
- It is meant for a clientele group
- Phases of a Project
 - Project Identification
 - Project Formulation
 - Project Appraisal (efficient screening)
 - Project Authorization (approval of a project)
 - Project Implementation
 - Project Monitoring
 - Project Evaluation
- Project Identification and Formulation - Project is identified by the study of environment (Analysis of current situation).
 - Project objectives are formulated.
 - Project elaborating specific details of activities which are designed to achieve a particular objective or target.
- Project Implementation

Control

Environmental Setting Analysis of Current Situation (Action Planning)	Inputs Material Non-Material	Process management Pedagogical	Outcome (inter-mediate)	Long term affects
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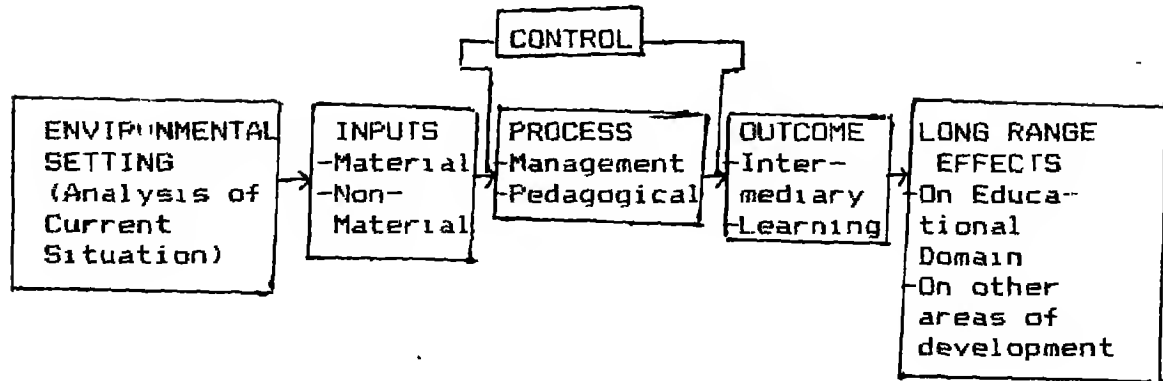
- Problems in Project Implementation
 - Financial
 - Equipment Related
 - Educational material related

- Technical
- Natural phenomena (Floods, Fires, Earthquakes etc.)
- Monitoring and evaluation of the project is necessary during the entire implementation.

Methodology

Lecture with the help of transparencies.

MODEL OF IMPLEMENTATION OF EDUCATIONAL
PROGRAMMES AND PROJECT



MODULE 106

Theme 106.2: Project Monitoring and Evaluation

Expected Outcomes

- Understanding the concept of project monitoring, its objectives and process.
- Understanding project evaluation and its main features.

Content Points

Definition of monitoring - monitoring means to:

See that a programme/project is running as was planned, monitoring is for taking action.

- Objectives of monitoring - main objectives is to develop an effective means of reporting the progress of implementation and the status of finances of a project. It is done to control (optimise) cost and time.
- Process of monitoring
- Methods of monitoring

Project Evaluation - Evaluation means making judgement i.e. value judgement.

- Main features of project evaluation
- Types of evaluation

Methodology

Lecture with the help of transparencies.

Transparency 106.2.1

DEFINITION OF MONITORING

- * It is a system of control
- * Of watching the progres of implementation of the programme.
- * With a view to make corrective action
- * In order to optimise the effectiveness of the programme.

OBJECTIVES OF MONITORING

1. Economize on inputs
2. Optimize the outcomes
3. Check resources drain and wastage
4. Render targets realizable
5. Minimize the risk of failures
6. Introduce timely remedial measures
7. Offer prompt modification in certain decisions, if needed, etc.

Transparency 106.2.2

PROCESS OF MONITORING

1. Select the programme
2. Select activities which are critical
3. Select Area
4. Organizational structure requirements
5. Develop Information System
6. Develop Performance Standards and Indicators
7. Measure and Analyse Results
8. Suggest/Take Corrective Action

Transparency 106.2.3

METHODS OF MONITORING

1. Review Meetings
2. Field Visits
3. Task Forces, Committees, Steering Groups
4. Work Schedules (PERT/CPM)
5. Progress Reports
6. Performance Budgeting

120 .

Transparency 106.2.4

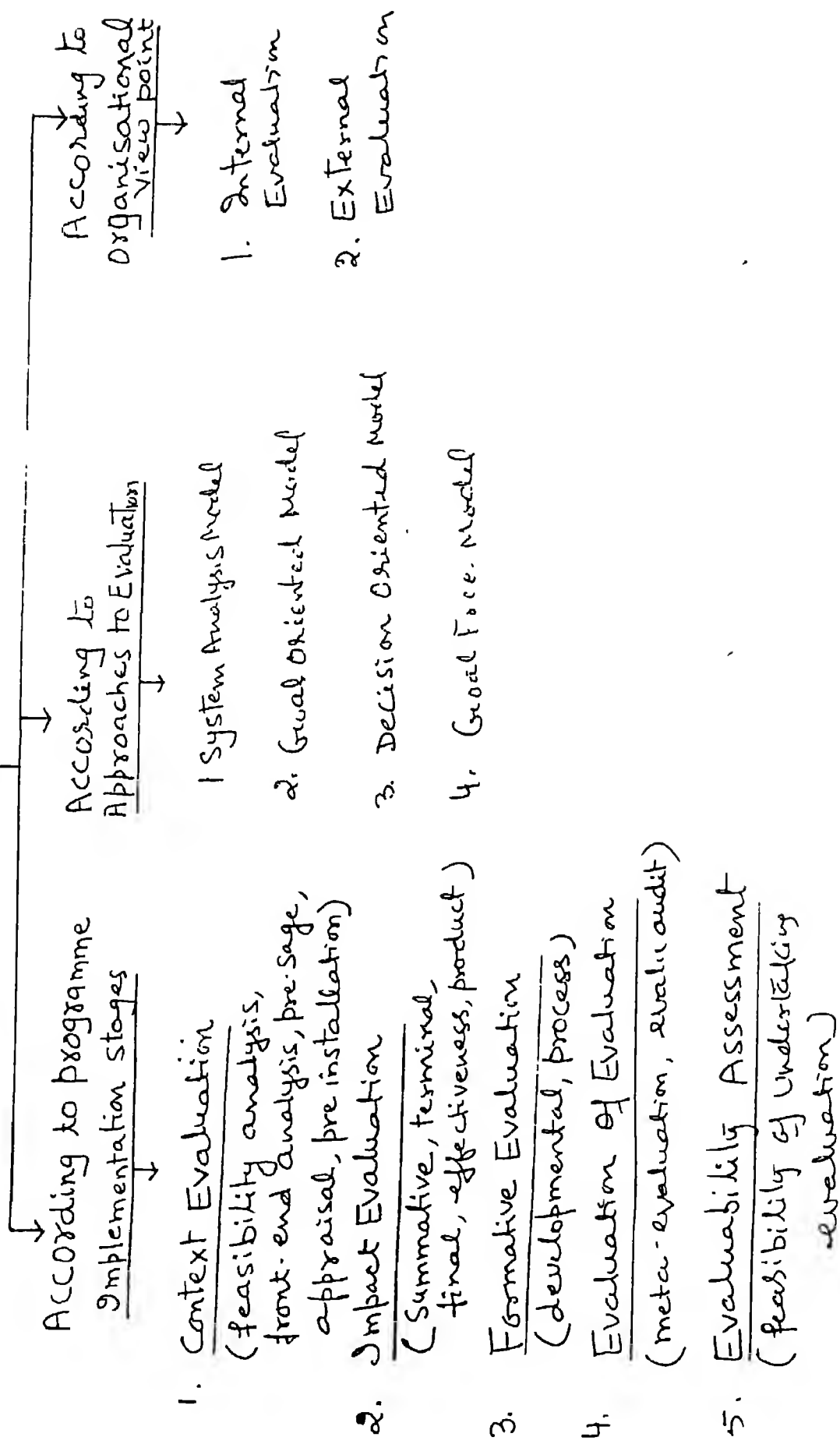
DEFINITION OF EVALUATION

It is process of measuring the extent, efficiency and effective with which a given organisation or programme has achieved or is in the process of achieving the objectives it purports to achieve.

MAIN FEATURES

1. It is a systematic and continuous process process
2. It is process of making assessment in terms of their objectives
3. It is emperical in process
4. It is judgemental in approach
5. It is a tool for decision making.

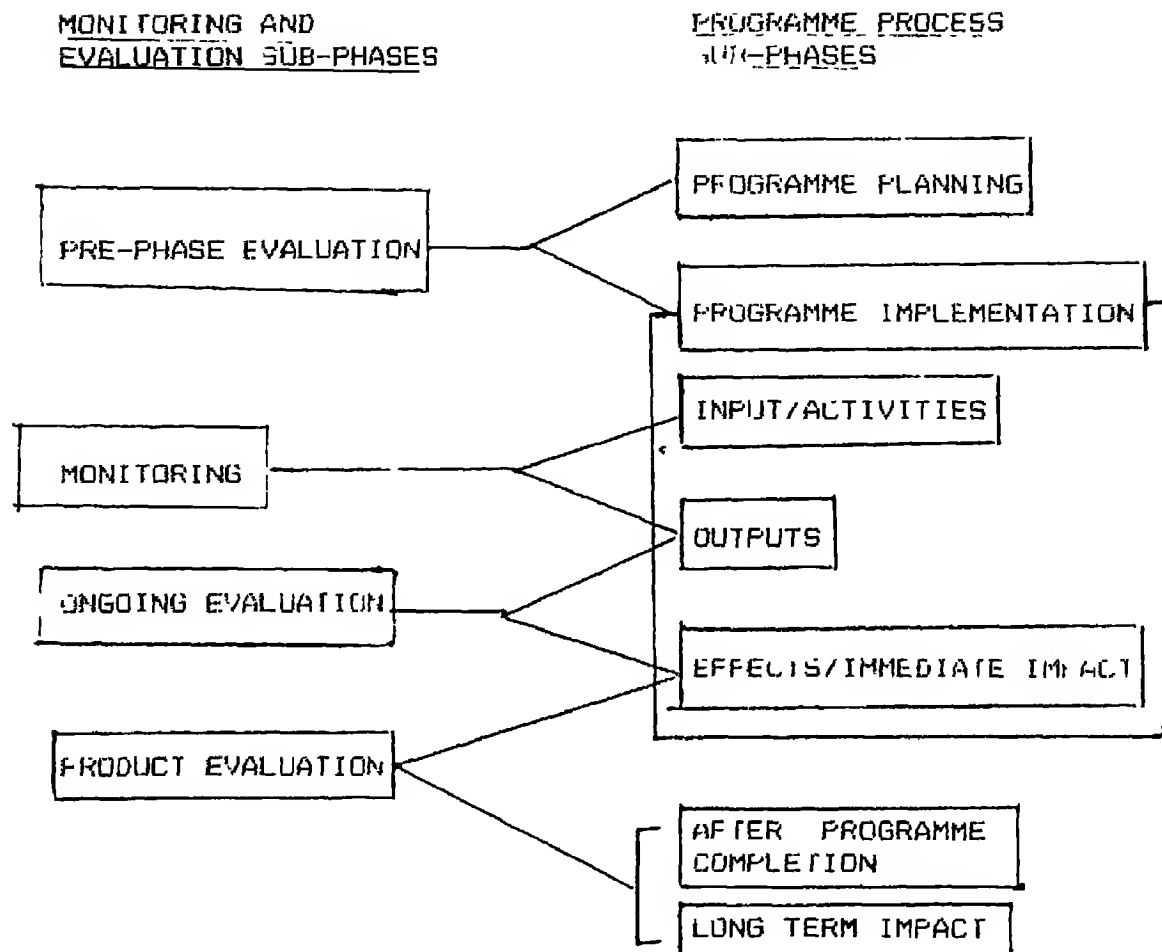
TYPES OF EVALUATION



FRAMEWORK FOR MONITORING AND EVALUATION

<p><u>WHAT WAS INTENDED</u></p> <p>What we needed</p> <ul style="list-style-type: none"> - People - Money - Equipment etc. 	<p><u>RESOURCES</u></p>	<p><u>WHAT HAPPENED</u></p> <p>What we had</p> <ul style="list-style-type: none"> - People - Money - Equipment etc.
<p>What we Intended to do</p> <p>What we Intended to Happen</p>	<p><u>PROCESSES</u></p> <p><u>RESULTS</u></p>	<p>What we did</p> <p>What actually happened</p>

MONITORING AND EVALUATION IN RELATION
TO THE PROGRAMME PROCESS



MODULE 106

Theme 106.3: Gender Sensitive Project Planning: An Illustration

District Primary Education Programme (DPEP)

Expected Outcomes

Understanding planning, formulation, implementation and evaluation of DPEP.

Content Points

- Basics of DPEP - DPEP seeks to operationalise para 7.4.6 of the POA 1992.
- Purpose of DPEP - to reconstruct primary education as a whole in selected districts.

Objectives

- Targets - 46 districts in eight states namely Madhya Pradesh, Orissa, Assam, Haryana, Maharashtra, Karnataka, Tamil Nadu and Kerala.
- Implementation - launched in 1993 with external assistance (World Bank and UNICEF)
- Main focus of DPEP
- Project formulation
- Project Implementation
- Monitoring and Appraisal

Methodology

Lecture with the help of transparencies.

Transparency 106.3.1

Objectives of DPEP

- i. To reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five percent.
- ii. To reduce overall primary dropout rates for all students to less than 10 percent.
- iii. To increase average primary learningⁱⁱⁱ achievement by 25 percent over measure baseline levels.
- iv. To provide according to national norms, access for all children, to primary education classes (I-V) i.e. primary schooling wherever possible, or its equivalent non-formal education.

Main Focus

- * District level planning
- * District chosen represent those where female literacy is below the national average or where the total literacy campaigns (TLCs) have generated a demand for elementary education.
- * Focus on education for girls, Scheduled Castes and Scheduled Tribes.
- * Improving effectiveness of education through training of teachers, improvement of learning materials and upgrading infrastructure facilities.
- * Involvement of communities in programme planning.

Transparency 106.3.2

MAJOR STUDIES

- Baseline beneficiary studies
- Study on Gender Issues
- Training Needs and Motivation of Primary School Teachers.
- Textbook Designing, Production and Distribution.
- Educational Problems of Tribal Children.
- State Financing of Education.

MODULE 106

Theme 106.3 (b): Gender Sensitive Project Illustration - DPEP - Gender Studies

Expected Outcomes

The participants will understand the purpose, planning, formulation and implementation of DPEP - Gender Studies Project.

Content Points

Project Formulation

- Purpose of DPEP Gender Studies to provide input into plan formulation into the content and process of education with a view to promoting girls education and women's empowerment.

Objectives

1. To analyse the situation of primary education of girls in low female literacy districts.
2. To develop state/district level competencies to improve primary education among girls.

Target and Coverages

Being implemented in 43 districts of 8 DPEP States are Madhya Pradesh, Maharashtra, Assam, Haryana, Karnataka, Kerala, Orissa and Tamil Nadu.

Sample Design

- 46 low female literacy districts
- One block from each district
- 8 villages and 2 slum locations from each block.
- 30-50 households from each village/slum.
- Output and never-enrolled girls of sampled household.

- Primary school teachers of sample villages.
- Institutional Heads
- Community Leaders
- Educational Administrators of Sampled/Villages/
Blocks.

Tools - 7 interview schedules, case studies and focussed group discussion.

Implementation

Through state and districts level educational personnel. The study was conducted through SCERTs and DIETs. National Core Group Team (Gender) provided support at every stage.

Funding - UNICEF, MHRD

Monitoring and Appraisal

External - UNICEF, World Bank
Internal - MHRD

Major Findings

Access

- The problem of access was in small sized villages and scattered habitations.
- Infrastructure was very poor in villages with population less than 300.
- Very large village have only one school which does not fulfil their requirements.
- The ratio of middle school to primary school ranges between 1:3 to 1:6 in different states/districts. There was a growing demand for girls education but they demanded middle/high schools in village itself.

Enrolment and Retention

- i. Enrolment ratios for girls at the primary level vary from 80% to 116%.

- ii. With the exception of Kerala, dropout rates are very high.
- iii. Non-enrolment of girls is very high in Madhya Pradesh.
- iv. Dropout is high among girls above 10 years.

Main Reasons of Dropout and Non-Enrolment Among Girls

- Reasons vary from state to state, district to district but some reasons are common.

Methodology

Lecture with the help of transparencies.

Specific Objectives of DPEP - Gender Studies

1. Mapping out gender disparities in access, enrolment, retention (and achievement, which is being handled under base line studies).
2. Identify causes for non enrolment and dropout of girls and propose effective districts/local specific strategies for improved enrolment, retention and achievement among girls.
3. Assess the situation of women each district with regard to some social and demographic indicators and women's equality and empowerment.
4. To collect information on gender bias in (a) text books, (b) teacher training, (c) teachers attitude, (d) curriculum transaction, and (e) administrator's attitudes.
5. To identify supportive community structures such as women's groups, V.E.Cs, Panchayats, P.T.As, Teacher Organisations, Youth Clubs for developing effective strategies of UPE among girls.
6. Identifying ways to facilitate convergence of services of different departments of UPE among girls (focal areas ECCE, Health and Support Services).
7. Study the availability of educational (books, stationery, uniforms) other incentives (noon-meals, attendance prizes etc.)
8. To assess participation of women in teaching, administration and other decision making bodies.
9. To develop state/district level monitoring and evaluation framework.

Transparency 106.3 (b).2

Sample Size

6777 households were visited

1222 dropout girls were interviewed

1351 never enrolled girls were interviewed

311 Primary Schools were visited

311 Primary School Heads were visited

740 Primary Teachers were interviewed

470 Community Leaders were interviewed

246 Educational Administrators were interviewed

186 Group Discussions were held.

Transparency 106.3 (b).3

Main Reasons of Dropout and Non-Enrolment Among Girls

Domestic work

Care of Siblings

Helping parents in Occupation

Parental Illiteracy

Parental Lack of Motivation

Early Marriage

Inability of Parents to provide books and stationery

Lack of school or school far away

MODULE 106

Theme 106.4: Practical Exercise

Expected Outcome

Developing skill is project planning

The participants have to prepare and present a project proposal in the area of girls' education for their respective states. The project proposal should cover purpose, objectives, target group, time schedule implementation strategies, monitoring and evaluation.

Discuss the project proposals. Ask the participants to modify and submit the proposals.

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MODULE 107

Methodology of Training

Duration - 11 1/2 hrs.

Rationale

Training of educational personnel is essential to promote equality between sexes and women's empowerment in consonance with our constitutional rights, NPE and POA (revised in 1992). There are wide inter-state disparities, therefore, the personnel should be trained to handle local specific situations in the field of women's education and development.

Purpose:

The purpose of this module is (i) To acquaint the participants with the concept, techniques and methods of training. (ii) To enable the participants to formulate and implement gender sensitive training programme.

Themes

- | | |
|---|-----------|
| 1. Professional Preparation for Women's Education and Development: Training Needs Assessment. | 1.30 hrs. |
| 2. Training of Trainers | 1.30 hrs. |
| 3.a. Training Process Strategies | 1.30 hrs. |
| b. Participatory Training Process | 1.30 hrs. |
| 4. Evaluation of Training Programme | 1.30 hrs. |
| 5. How to put a Training Programme on the Ground | 1.30 hrs. |

MODULE 107

Theme 107.1: Professional Preparation for Women's Education and Development: Training Needs Assessment

Expected Outcomes

The participants will

- understand the need for training of educational personnel in the area of women's education and development.
- acquire skills in different methods for training needs assessment.

Content Points

- Concept of training (pre-service and in-service).
- To update knowledge and information in the area of women's education and development, impart required skills, enhance certain identified abilities and to bring about attitudinal changes.
- NCERT, SCERTs, SIEs, DIETs, Teacher Training Institutions, Directorates of School Education, Department of Women's Studies of different Universities, State Pedagogical Institution, Management of Private Educational Institutions etc. are the institutions involved in providing inputs for research and training.
- The target group to be trained has to be kept in mind.
- Methods for training needs assessment:
 - Assessment of the training needs of the participants can be done by various methods e.g.
 - Observation
 - Interview

- Job analysis
- Performance appraisal

Methodology

After initial discussion divide the participants into groups and ask them to assess training needs for a particular programme.

MODULE 107

Theme 107.2: Training of Trainers

Expected Outcome

The participants will be able to

- acquire knowledge, awareness and skills of imparting training to trainers.
- understand the multiple roles the trainer has to play.
- learn the various stages in trainer preparation.
- understand the local specific and need targeted trainer development.

Content Points

- Training is viewed as an educational process which involves growth of knowledge, awareness and skills. Focus is not only on information raising but on consciousness raising.
- An important aspect of training is participatory training which is participant oriented and not trainer oriented. The trainer is just a facilitator.
- Participatory training facilitates adult learning, as they themselves monitor the control process.
- A trainer while imparting training, needs to focus on following points -
 - experiential approach which relies heavily on past experiences of trainees.
 - creation of suitable learning environment, this requires special skills of trainer to build an atmosphere of mutual support.
 - the learning environment should be stimulating, it should motivate trainees to learn.
 - group building processes are essential.

- trainer's behaviour is important. Trainer needs to be aware of his/her own self and sensitive to others.
- The trainer can use different training methods such as:
 - lecture method in which the learners are more or less passive
 - small group discussion method which stimulates thinking and actively involves all members.
 - structured experiences which involves (i) case study method, using other persons' experience for learning (ii) role play using learners' past experience for learning (iii) 'here and now' experiences which are simulatory and create an experience during training itself. This creates a shared basis for learning and becomes common learning material.

Important Focal Points for Trainer Preparation

- A trainer should be competent as far as knowledge, awareness and skills are concerned.
- Capable of planning and coordinating staff and logistics.
- Sensitive to understanding specific requirements of learners during training; understanding requirements of learning environment and physical facilities needed to support the environment.
- Aware of group dynamics, different levels of learners, trainer-trainee relationship.
- Possess skills of communication, listening, motivating, facilitating, summarising, energising learners, role versatility, relationship building.
- Monitoring and evaluation.
- The trainer plays multiple roles in all the three phases of a training programme - pre training, during training and post training.

Methodology

Lecture cum discussion method involving participants in simulation exercises as potential trainees.

MODULE 107

Theme 107.3 (a): Training Process Strategies

Expected Outcomes

The participants will:

- acquire skills to understand different techniques used in training processes.
- practice some techniques.

Content Points

- Training process strategies depend upon the aim of the training programme and the typology of target group.
- Different techniques include:
 - Conversation
 - Demonstration
 - Lecture cum discussion
 - Use of audio visual aids
 - Computer assisted training
 - Streetplay
 - Role play
 - Field Visits
 - Practical exercises (individual and group work).

An individual approach has a lasting impact in any training programme for women's education and development.

Methodology

After discussing different techniques, demonstration will be given in some techniques and the participants would be asked to practice them.

MODULE 107

Theme 107.3 (b): Participatory Training Process

Expected Outcome

The participants will be able to:

- analyse limitations of conventional ways of training.
- understand significance of participatory approach of training.
- develop skills to impart training through participatory approach.

Content Points

- Traditional meaning of training.
- drawback of traditional training and conventional lecture.
- traditional training limited to trainer's approach only.
- In traditional training learner's active participation inhibited and limited to lecture mode.
- New technique of training is a non-formal, on-going process involving trainer and the trainee learning from each other.
- Learning revolves around needs and progresses from feedback, reflection and analysis.
- Training for change approach emphasises on learning encouraging learning to explore their ideas.
- Learner centred, experience based and open ended methodology involving fuller active participation of trainees along with the trainers is actually the participatory training.

- Participatory training is an approach for transforming the learners controlled by them with a supportive and cooperative approach.
- Trainer is a facilitator who co-ordinates and helps the group to work together and find answers.

Methodology

Illustrating participatory approach along with demonstration for imparting skills to the group.

MODULE 107

Theme 107.4: Evaluation of Training Programme

Expected Outcome

The participants will

understand the need and process of evaluation of training programme.

- develop skills in evaluating the training programmes.

Content Points

Need

It is crucial to assess the success of any training programme and its effectiveness.

- It helps to assess whether the goal of the training programme has been achieved and if so to what extent.
- It helps in the development of future programmes through the feedback received.

Process

- The training programme can be evaluated;
 - In terms of convergence and divergence of participants' and organizers' perception.
 - i. reaction of trainees
 - ii. organizers' observations
 - At organisational level - change in job behaviour of trainee.
 - Extent of achievement of ultimate objectives (long term) to see the performance of individual and improvement at organisational level.

Steps

Evaluation needs to be carried out in a scientific manner. Generally it involves the following steps:

Step - I (i) Preparing the proforma through discussion including aims, objectives, clientele, inputs, outputs and other factors.

(ii) filling up of proformas by the trainees.

(iii) discussion of the responses.

Methodology

Lecture-cum-discussion along with demonstration of using the evaluation proforma.

MODULE 107

Theme 107.5: How to put a Training Programme on the Ground

Expected Outcome

The participants will:

- develop skills in planning and conducting training programmes for girls' education and development.

Content Points

- Identification of training needs
- Objectives
- Target group
- Content
- Selection of resource persons
- Planning and sequencing of resources, time and other factors (e.g. duration of the programme, venue etc.).
- Preparing training material (modular and non-modular).
- Feedback and evaluation of training programme.

Methodology

Explain the steps of putting a training programme on the ground with the help of transparencies.

Practical Exercise

1. Each participant has to prepare an outline of a proposed training/orientation programme to be organised in their respective state/district in the area of women's education and development.
11. The trainees are expected to write the training module for their training programme planned to be organised in their state/district.

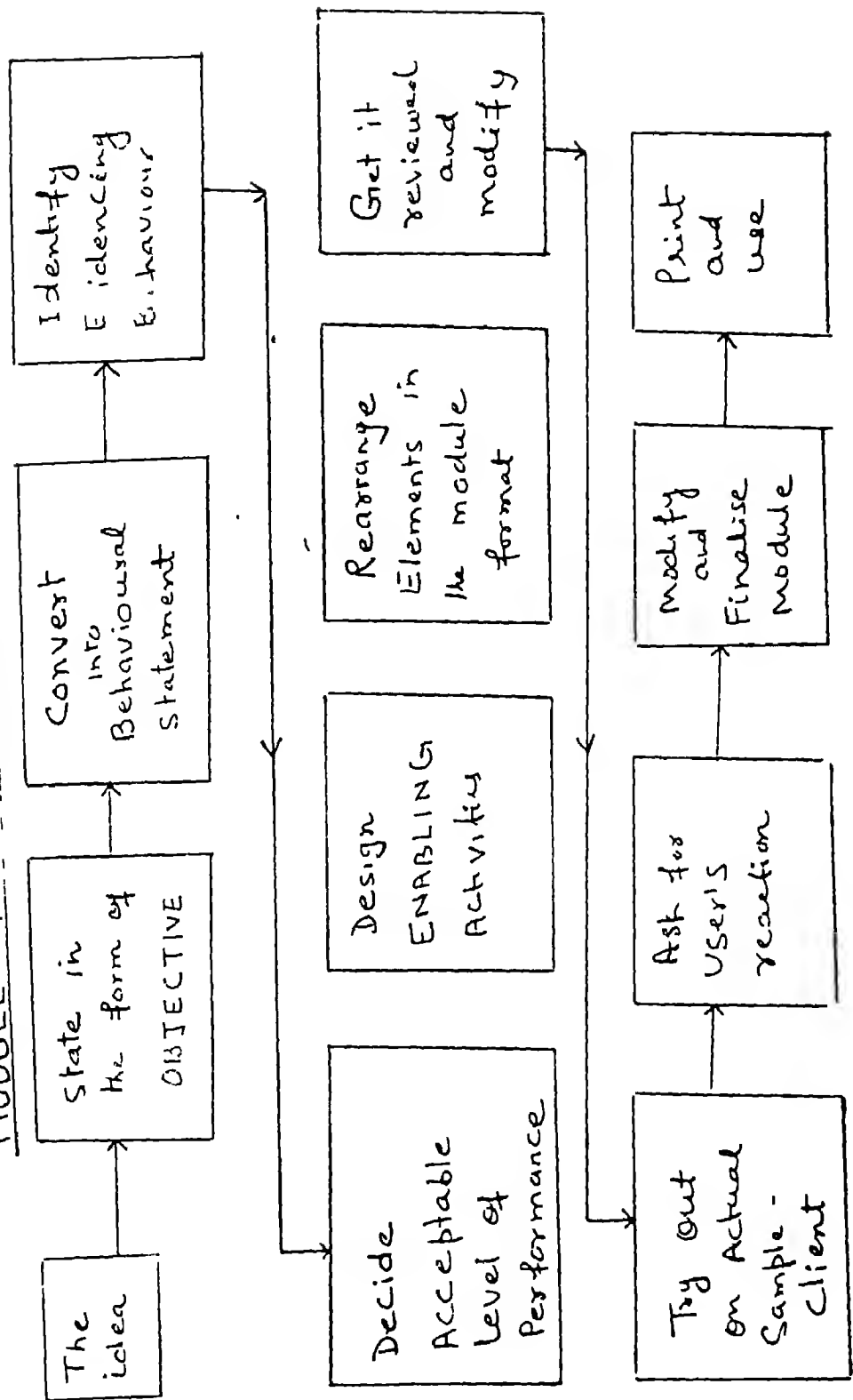
Transparency 107.5.1

COMPONENTS OF A TRAINING MODULE

- 1. Module Statement**
- 2. Prospectus**
- 3. Pretext**
- 4. Contents**
- 5. Pre-requisites**
- 6. Resources**
- 7. Objectives**
- 8. Learning Experience**
- 9. Self checks and assignments**
- 10. Post Test**
- 11. Model Answers**

HOW TO DEVELOP A TRAINING MODULE

MODULE - FLOW DIAGRAM



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1. IIPA, Training in Government, Objectives and Opportunities, New Delhi, 1985.
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MODULE 108

Legal Literacy

Expected Outcomes

- To create awareness among the participants about laws on women and girls.
- To enable the participants to promote legal literacy through their institutional programmes.

Content Points

- Information on our legal system and the constitution.
- Various laws passed from time to time to bring women at their due rights and guarantee their personal safety, dignity.
- International conventions and the Indian law pertaining to the rights of women and girls.

Themes:

Introduction	1 hr.
We and the Law	
Women and the Constitution	1 hr.
Personal Laws and Women	2 hrs.
Laws on Personal Safety and Dignity of Women	2 hrs.
Labour Laws and Women	2 hrs.
International Conventions and the Indian Law	2 hrs.

Methodology

1. Transaction of six units of the Manual on Legal Literacy.
2. Workshop mode

Teaching Points

108.1 - Introduction

An attempt will be made to demystify the concept of law through an experiential mode.

- Definition of law
- 5 episodes to illustrate the concepts of law
- Basic facts about laws
- Group Exercises
- Activities

108.2 - Women and the Constitution of India

- Authority of Indian Constitution
- Fundamental Rights
- Article 14: Right to Equality
- Article 15: Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.
- Article 16: Equality of Opportunity in Matter of Public Employment.
- Articles 19,21,23,24,32.
- Directive Principles of State Policy (Articles 39, 40, 41, 42, 43, 44, 45, 47, 48)
- Fundamental Duties
- Group Exercises
- Activities in School

108.3: Personal Laws and Women

- Different laws for different communities
- Marriage laws
- Widowhood
- Divorce

- Remarriage
- Maintainance
- Adoption
- Guardianship
- Guardians of property of minors
- Right to property - Succession
- Succession in the female live
- Why no common code?
- Special Marriage Act
- Group Exercises
- Activities in School

108.4: Laws for Personal Safety and Dignity of Women

- Crime Against Women and the Law
- Cognizable and Non Cognizable Offences
- Bailable and Non Bailable Offences
- Crimes under Indian Penal Code
- Crimes Identified under IPC
- Crimes identified under Special Laws
- Incidence of Crimes Against Women
- Trends
- Disposal of Crime Cases by Courts
- Unnatural offences and their handling by law courts.
- National Commission for Women's Act 1990.
- Protection of Human Rights Act 1993.
- Group Exercises
- Activities in School

10B.5: Labour Laws and Women

- Factories Act 1948 (amended in 1949, 1950 and 1954)
- Mines Act 1952
- Plantation Labour Act 1951
- The Factories (Amendment) Act 1976
- Right of Women Working in Factories
- Employment of Children Act 1938
- Various Offences and Their Penalties
- The Children (Pledging of Labour) Act.
- The Equal Remuneration Act, 1933
- The Minimum Wages Act 1948
- The Contract Labour (Regulation and Abolition) Act 1970 with Central Rules 1971
- The Maternity Benefit Act 1961, amended in 1976.
- Group Exercises
- Activities in School

10B.6: International Conventions and the Indian Law

- Universal Declaration of Human Rights
- Discussions on Articles
- Convention on the Elimination of All Forms of Discrimination Against Women.
- A New Bill of Rights for Women.
- The States Parties to the Present Convention.
- National Commission for Women - its role and achievements.

Background Material*

Introduction

India, we notice has one of the most impressive set of laws for women and children/girls) and yet little is known about them either by women themselves or by men. Awareness and understanding of laws is a first step towards change. All sections of population need legal awareness and legal literacy in order to build a just, humane and harmonious society which respects rights and duties. More so, the educators, educational policy planning and administration personnel who directly influence the growth and development of children into adults.

The CONSTITUTION OF INDIA, as the fountainhead for all laws, rules and regulations, and confers equal rights on both women and men but also provides for a protective discrimination in favour of women and children.

PREAMBLE

We, the People of India, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and politic;

LIBERTY of thought, expression, belief, faith and worship;

- * Taken from Usha Nayar's Manual "Legal Literacy for Education Personnel with Focus on Women and Girls"

EQUALITY of status and of opportunity;

and to promote among them all;

FRATERNITY assuring the dignity of the individual
and the unity and integrity of the nation;

IN OUR CONSTITUENT ASSEMBLY this twenty sixth day
of November, 1949, do HEREBY ADOPT, ENACT AND GIVE
TO OURSELVES THIS CONSTITUTION.

Unit I: We and the Law

Expected Outcomes

By the end of this unit, you will be able to:

- a. understand how law governs interactions
between dyads and among groups in a society.
- b. comprehend that law is a set of rules which
civil societies frame for peaceful existence.
- c. comprehend some elementary facts concerning
Indian law and its genesis in modern times.

No aspect of our life remains untouched, unaffected, undirected by law. And yet, most of the time we have a very hazy picture of law as something out there, as that which can be understood only by law givers and dispensers of justice - completely outside the understanding of common people. It is amazing how law pervades every living moment of our day to day lives. It is important for us to know our laws ourselves, understand them and empower ourselves for their observance and enforcement.

Let us first be clear as to what we mean by the term "Law".

"Law" includes any ordinance, order, bye-law, rule, regulation, notification, custom or usage having the force of law in the territory of India. Laws in force "include laws passed or made by a legislature or other competent authority in the territory of India before the commencement of this Constitution and not previously repealed, notwithstanding that any such law and any part thereof may not be then in operation either at all or in particular areas". Any law that contravenes the fundamental rights is held null and void. (The Constitution of India. p5).

BASIC FACTS ABOUT LAWS

Law may be divided into public and private law.

Public Law deals with relationship between one citizen and the state. It consists of the constitutional and the criminal law.

Private Law deals with relations between one citizen and another like the law of property, status of person in marriage, adoption. These are within the purview of civil laws.

Legal Proceedings

The objectives of civil proceedings is to ascertain the legal rights of parties and to get relief to the injured by way of damages, specific performances, injunctions, repayment or restitution.

THE COURTS

India has a single united judicial system. The judiciary is independent and is a custodian of the law of the land and the personal rights of the people. The courts handle mainly two type of cases. They are criminal cases and civil cases. Cases dealing with robbery, theft and murder or physical injury are called criminal cases. Those dealing with damage to goods and property, marriage, divorce, inheritance, adoption etc. are called civil cases. Labour disputes are settled by their own appellate bodies.

The Supreme Court

The Supreme Court of India is the highest court of justice in India. It is situated in the capital, New Delhi. Below the Supreme Court there are a number of High Courts. The lowest in the hierarchy are the District and Sessions Courts and other lower courts.

High Courts

The High Courts are in the States. They are directly under the Supreme Court under the single judicial system. Since they are free from the administrative control of the Supreme Court they can enjoy free and independent working. They are also free from the State Executive and Legislature so that they remain independent and impartial.

There are about eighteen High Courts in India. Some States share a High Court like Punjab and Haryana. There is one Chief Justice and as many judges as considered necessary by the President from time to time. The Chief Justice and the other judges of the High Court are appointed by the President in consultation with the Chief Justice of India and the Governor of the State. In the appointment of the judges of the High Court, the Chief Justice of the High Court is also consulted. The qualifications of a judge of a High Court are the same as that of a judge of the Supreme Court.

The High Court has original and appellate jurisdiction. It is the highest court of justice in a State. Appeals against the decisions of the District Courts and other lower courts are heard by the District Courts and appeal against the decisions taken by the District Court can be made to the State High Court.

In addition to the three types of Courts mentioned above, there are the Panchayati Adalats or Nyaya Panchayats which are also under the District Judge in some States. Four or five Gram Sabhas have one such Panchayati Court. They are established to try small cases of all kinds. They are empowered to try cases up to the value of Rs.100 and impose a fine up to the same amount. Under this system, the cases can be decided fast and need not involve much expenditure.

The Nyaya Panchayats function in the rural areas. A similar concept was introduced in some urban areas. This is called the 'Lok Adalat'. The first Lok Adalat was held in Delhi in 1985, in which one hundred and fifty cases were decided in a single day. To settle labour disputes in the area of employment as labour, there are labour tribunals and courts which have their own jurisdictions in relation to original appellate and advisory functions.

The Constitution of India not only grants equality between sexes but also empowers the state to take protective discrimination measures for redressal of the cumulative disadvantages on account of the stranglehold of obsolete traditions myths and beliefs.

Unit II: Women and The Constitution

EXPECTED OUTCOMES

The unit will help you to:

- 1. understand the specific constitutional clauses where equality of all is indicated and others which clearly spell out gender equality' in terms of phrases like "equality between sexes"; regardless of caste, creed, sex; race or religion,**
- 2. analyse to the extent these clauses are operationalized (a) in terms of fundamental rights which by themselves have the force of law and (b) Directive Principles and the Fundamental Duties as they impinge on the lives of women and girls in reality or become the source of special and local legislations passed from time to time for safeguarding the interests of women and girls.**

Fundamental Rights

The Constitution of India Part III, guarantees Fundamental Rights to the Citizen. These rights represent the values cherished by the people of this country and are meant to (a) protect the dignity of the individual (b) create conditions in which human beings can develop their personality to the fullest extent.

- The rights are wide ranging and comprehensive.
- These are not privileges or favours but basic rights to which every citizen is entitled.
- Since these are not absolute, their exercise can be reasonably restricted by the state on various grounds.

Article 15: Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth - (1) The State shall not discriminate

against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.

(2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to -

- (a) access to shops, public restaurants, hotels and places of public entertainment; or
 - (b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of general public.
3. Nothing in this article shall prevent the State from making any special provision for women and children.

[(4) Nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and Scheduled Tribes]

Article 16: Equality of Opportunity in matter of public employment (1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

- (2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence, or any of them be ineligible for, or discriminated against in respect of any employment or office under the State.
- (3) Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which in the opinion of the State is not adequately represented in the services under the State.

RIGHT TO FREEDOM

Article 19 Protection of Certain Rights regarding Freedom of Speech etc. All citizens shall have the right (a) to freedom of speech and expression; (b) to assemble peaceably and without arms; (c) to form associations or unions; (d) to move freely throughout the territory of India; (e) to reside and settle in any part of the territory of India; (f) to practise any profession or to carry on any occupation, trade or business.

Article 21. Protection of Life and Personal Liberty. No person shall be deprived of his life or personal liberty except according to procedure established by law

Article 23: Right Against Exploitation

Prohibition of traffic in human beings and forced labour - (1) Traffic in human beings and begar and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law.

- (2) Nothing in this article shall prevent the State from imposing compulsory service for public purposes, and in imposing such service the State shall not make any discrimination on grounds only of religion, race, caste or class any of them.

Article 24: Prohibition of employment of children in factories, etc. - No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment.

Article 32 Right to Constitutional Remedies

Remedies for enforcement of rights conferred by this Part - (1) The right to move the Supreme Court by appropriate proceedings for the enforcement of the rights conferred by this Part is guaranteed.

- (2) The Supreme Court shall have power to issue directions or orders or writs, including writs in the nature of habeas corpus, mandamus, prohibito, quo warranto and certiorari*, whichever may be appropriate, for the enforcement of any of the rights conferred by this Part.
- (3) Without prejudice to the powers conferred on the Supreme Court by clauses (1) and (2), Parliament may by law empower any other court to exercise within the local limits of its jurisdiction all or any of the powers exercisable by the Supreme Court under clause (2).
- (4) The right guaranteed by this article shall not be suspended except as otherwise provided for by this Constitution.

DIRECTIVE PRINCIPLES OF STATE POLICY

Definition - In this Part, unless the context otherwise requires, "the State" has the same meaning as in Part III.

Application of the principles contained in the Part IV
The provisions contained in this Part shall not be enforceable by any court, but the principles therein laid down are nevertheless fundamental in the governance of the country and it shall be the duty of the State to apply these principles in making laws.

**Article 38: State to secure a social order
for the promotion of welfare of the people -**

(1) The State shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which justice, social, economic and political, shall inform all the institutions of the national life.

[(2) The State shall, in particular, strive to minimise the inequalities in income, and endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations.]

**Article 39: Certain principles of policy
to be followed by the State - The State
shall, in particular, direct its policy
towards securing -**

- (a) that the citizen, men and women equally, have the right to an adequate means of livelihood;
- (b) that the ownership and control of the material resources of the community are so distributed as best to subserve the common good;
- (c) that the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment;
- (d) that there is equal pay for equal work for both men and women;
- (e) that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter vocations unsuited to their age or strength;

[(f) that children given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.]

Article 39 (a) [Equal justice and free legal aid - The State shall secure that the operation of the legal system promotes justice, on a basis of equal opportunity, and shall, in particular, provide free legal aid, by suitable legislation or schemes or in any other way, to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities.]

Article 40 Organization of village panchayats - The State shall take steps to organise village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self government.

Article 41 Right to work, to education and to public assistance in certain cases - The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of underserved want.

Article 42 Provision for just and humane conditions of work and maternity relief - The State shall make provision for securing just and humane conditions of work and for maternity relief.

Article 43 Living wage, etc., for workers - The State shall endeavour to secure, by suitable legislation or economic organisation or in any other way, to all workers agricultural, industrial or otherwise work, a living wage, conditions of work ensuring a decent standard of life and full enjoyment of leisure and social and cultural opportunities and, in particular, the State shall endeavour to promote cottage industries on an individual or co-operative basis in rural areas.

Article 44 Uniform civil code for the citizens - The State shall endeavour to secure for the citizens a uniform civil code throughout the territory of India.

Article 45 Provision for free and compulsory education for children - The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they attain the age of fourteen years.

Article 47 Duty of the State to raise the level of nutrition and the standard of living and to improve public health - The State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties and, in particular, the State shall endeavour to bring about prohibition of the consumption except for medicinal purposes of intoxicating drinks and of drugs which are injurious to health.

Article 48 (a) Protection and improvement of environment and safeguarding of forests and wild life - The State shall endeavour to protect and improve the environment and to safeguard the forests and wild life of the country.

FUNDAMENTAL DUTIES

Article 51 (a) Fundamental Duties - It shall be the duty of every citizen of India -

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

Unit III: Personal Laws and Women

Expected Outcomes

After going through unit you will be able to:

- i. understand different customs and laws that govern the various aspects of marriage, its break down, maintenance, adoption, property and inheritance of major religious groups of the country viz., the Hindu (include Sikhs, Jains and Buddhists). The Muslims, the Christians and the Parsis.
- ii. analyze the unequal rights as between men and women in different religious groups and the degree of difference impinging on gender equality.
- iii. gauge the distance between the existing laws of different groups and proposed uniform civil code. Which contravene the constitutional mandate of equality between the sexes.

The authority of the personal laws, the commands of the Prophets, force of customs and the values of the male domi-

nated society, all constitute the background of our understanding of women and law. Different cultural/religious groups lay down different personal laws. The position of our women more than men in our country is largely governed by the tenets of religion. The Indian citizens follow several religions, the most prominent in our country being the Hindu, Muslim, Christian and Zoroastrian following.

Marriage

The following aspects of marriage may be discussed:

(i) Monogamy/Polygamy (ii) Age of marriage (iii) Registration of marriage (iv) Widowhood (v) Divorce and Maintenance (vi) Adoption (vii) Guardianship.

(i) MONOGAMY/POLYGAMY

Under the Hindu Marriage Act 1955, only monogamy was given legal status.

Islam

A Muslim can have at one and the same time four wives.

Christianity:

The Christian marriage is necessarily monogamous.

Parsis

As per the 1936 Act bigamous marriage is void.

Age of Marriage

Hinduism:- According to Hindu Marriage Act of 1955 the bridegroom should have completed the age of 21 years;

Islam

The Child Marriage Restraint Act as amended in 1978 is applicable to Muslims also. As per the provisions of that Act the bridegroom who has not completed 21 years of age and the bride who has not completed the age of 18 years shall not marry.

Christianity

The ages prescribed for the Indian Christian bridegroom and bride are 21 and 18 years.

Parsi Marriage

Both the parties should be aged not below 21 years, otherwise the father's or guardian's consent is absolutely necessary.

Registration of Marriage:

Hinduism: Marriages coming within the purview of the Hindu Marriage Act need not necessarily be registered. There is provision for optional registration (Section 8).

Islam

The marriage is noted in the marriage register "Nikah".

Christianity

The Christian Marriage can be conducted by a priest with a licence.

Parsis

The Parsi Marriage has to be necessarily registered.

Widowhood

Hinduism

Till the nineteenth century, the widows were burnt on the pyres of their husbands. This rite was known as Sati. The strong initiative of social reformers like Raja Rammohan Roy, the father of Indian Renaissance, the British Government passed a law in 1829 prohibiting Sati and later on account of the relentless struggle by Ishwarchandra Vidya-sagar, the Hindu Widow Remarriage Act was passed in 1856. Since then a lot of water has flown under the bridge and widow remarriage is gaining acceptance. In several communities this practise already existed.

Islam

A Muslim widow can remarry after the period of 'Iddat' (three menstrual cycles).

Christianity

A married woman is bound to her husband by the sacred law. In the event of his death, she is relieved from that commitment. If she enjoys the company of another man during the life of her husband, then she is said to have committed debauchery. If she remarries after her husband's demise, she can never be considered as debaucherous (Roma 7:1-4).

The Parsi Society

The widow has a right to remarry.

Divorce

Hinduism

The wife alone can file a petition for divorce on the following grounds: another living wife before the commencement of the Hindu Marriage Act 1955; rape, sodomy and bestiality by the husband; no cohabitation often court order for maintenance;

The parties to the marriage can get divorce by mutual consent on the ground

Islam

The Muslim wife can pray for divorce as per the provisions of The Dissolution of Muslim Marriages Act, 1939.

The husband has the unilateral right to divorce his wife either by pronouncing 'Talaq' thrice or pronouncing it during three periods ('Tuhrs') on his wife. The Dissolution of Muslim Marriages Act of 1939 no doubt has contributed to the betterment of the position of Muslim women.

Christianity

The Indian Divorce Act of 1869 governs the case of persons professing the Christian religion. This Act smacks of discrimination. The husband may pray for divorce on the ground of adultery on the part of the wife. But the wife labours under several difficulties in order to obtain divorce from her husband. A wife has to prove two sets of grounds. She can get divorce only if she proves that:-

The husband is bigamous or adulterous; cruelty and desertion without reason for 2 years or more.

A Christian wife can also obtain divorce on the grounds of husband becoming a non-christian, or husband going through a form of marriage with another woman, or being guilty of incestuous adultery, rape, sodomy, or bestiality.

The Parsis

The Parsi Marriage and Divorce Act of 1936. (Section 30 of the Act) lays down that either party to the marriage can file a suit for getting the marriage declared as null and void in the case of consummation becoming impossible due to
ses.

the widow or the divorced wife can remarry in
ons, according to the law prevalent now.

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The Hindu Adoption and Maintenance Act 1956 provides for the separated or the divorced wife to claim maintenance.

ewise, there are provisions for the unmarried daughter
the mother, for the widowed daughter and widowed daughter
in law. The wife forgoes the right to maintenance on
marriage.

Islam

A Muslim wife can get maintenance according to Muslim law as per the terms of the marriage contract.

Christians

The Christian wife gets maintenance on separation or divorce as per Sections 37 and 38 of the Indian Divorce Act of 1869.

Parsis

Section 40 of Parsi Marriage and Divorce Act of 1936 provides for maintenance even during the continuance of the divorce suit and on divorce.

Islam

The Muslim wife can get maintenance.

Adoption

Hinduism

Adoption is not prevalent in the Muslim society now.

Christianity and Parsi Religion

There is no provision for adoption in these religions.

Guardianship

In 1980, The Guardians and Wards Act came into force. The mother and father are natural guardians. The husband is the natural guardian of the minor wife.

If the mother remarries she loses her right to act as the natural guardian of her minor children.

Hindu Law as per 1956 Act:

The father is the natural guardian of the minor son or minor daughter. The minor can stay with the mother till she attains the age of 5 years. The mother is the natural guardian of an illegitimate child.

Islam

Hizanat

- (1) The minor boy has to be in the custody of the mother or near relatives till he attains the age of 7 years. Similarly the minor girl has to stay with the mother or other near relatives till she is married.

Guardians of property of minors

The guardians are of 3 kinds (i) Legal guardians, (ii) Guardians appointed by the court, (iii) De facto guardians.

Christians and Parsis

The Guardians and Wards Act of 1890 covers the cases of Christians and Parsis.

Islam

Prophet Mohammed contributed a lot towards the improvement of the status of women. These were the days when female children were killed by parents. He got the obnoxious practice stopped. He provided for some improvement in women's shares in respect of succession and inheritance. He laid down specific rules to govern the mode of succession. The heirs are divided into (i) sharers (ii) residuaries, and (iii) distance kindred.

The law relating to succession is different so far as Sunnies and Shias are concerned. As the Sunnies are in a great majority in the Indian sub continent, Sunni law or Hanafi law as it is also called is discussed in detail.

Shares: The widow of a Muslim inherits 1/8th of his property.

The share of the husband in the estate of his wife, is double that of the share of the wife in the estate of her husband. The principle that one man is equal to two women, is prevalent throughout in the Muslim law.

Succession

A woman can inherit property in many ways. She may get property from the mother, father, husband, son, daughter, brother, and the father-in-law (under certain circumstances). Whatever may be the principles of Hindu law, after 1956 it is the Hindu Succession Act that determines the rules of succession relating to women.

Christianity

The Indian Succession Act, 1925 is applicable to the Indian Christians.

Parsi Society

The rules regarding succession to the estate of a Parsi dying intestate are explained in Chapter 3 of Part 5 of Indian Succession Act 1925.

Pertaining to All Religions

- i. The woman who has safeguarded and promoted her husband's income and property, the woman but for whom progeny could not have come into existence, that very same woman who served her husband like a colleague, comrade, is superseded by all religious

laws in favour of the children. This by itself is preposterous. The Hindu society deemed the Hindu male to have become divided on the date of his death with his sons or father, (this is a legal fiction) divided his estate (his interest in Hindu coparcenary property) among his sons, daughters, widow and mother equally (ofcourse after according shares to sons on account of right by birth). The sons of the deceased are put on a high pedestal to the detriment of the interests of the widow. In Andhra Pradesh right by birth in the Hindu coparcenary property has been given to daughters also. As a result the share of the widow has become dwindled much further. Politicians and leaders of public opinion look after the equality of sons and daughters with fairplay and justice but choose to ignore the widow. Islam has given a definite share $\frac{1}{8}$ th or $\frac{1}{4}$ th (according to circumstances). Christianity has conferred $\frac{1}{3}$ rd share to the widow when children are existent and $\frac{1}{2}$ when they are no longer there. In the Parsi law the widow gets equal to the share of the son and double the share of the daughter. The widow should have got more than the share of the son.

Succession in the Female Line

It would of interest to note that whereas patriliney is the norm in India, there are some groups in the population

which are matrilineal, the Garos, Khasis and Jaintias in the north east of India (in Meghalaya), and the Muslim inhabitants of the Islands of Lakshadweep and Minicoy, off the south eastern coast, even to day. Among the Khasis, the youngest daughter inherits property but among the Garos the parents can nominate any daughter. The Nairs of Kerala who were matrilineal till very recently, but have given up some of their customs like Visiting Husbands of Namoodri (Brahmin) caste and succession in female line.

In Minicoy, the house belongs to women. (Gopinath, 1996).

The Special Marriage Act 1954

The Special Marriage Act of 1954 applies to all those who marry under the provisions of the same. Any man and woman belonging even to any religion - can marry under this Act before the Marriage Registrar appointed by the Government in this behalf.

The Indian Succession Act 1923 (Intestate Succession)

This Act is applicable to civil marriages only.

LAWS FOR PERSONAL SAFETY AND DIGNITY OF WOMEN

We may note that there are legal safeguards and provisions for controlling the crimes against women, and other laws for personal safety and dignity of women. These can be put under three categories:

1. Indian Penal Code (IPC) and Criminal Procedure Code (Cr. P.C.), covering rape, kidnapping and abduction;

homicide for dowry; torture, mental and physical molestation and eve teasing.

2. **Special Laws** aim at ending reprehensible, social practices like Sati; demand for dowry; trafficking of women for immoral purposes; indecent representation of women.
3. **Others** like Medical termination of pregnancy; Regulation of Pre-natal Diagnostic Techniques, Young Persons Harmful Publications Act; Child Marriage Restraint Act; National Commission of Women Act, Family Courts, Legal Aid Cell etc. \

Unit IV: Laws on Personal Safety and Dignity of Women

Expected Outcomes

By the end of this unit, you will

- i. become familiar with a range of legal provisions for checking the phenomenon of crimes against women and those hunting her personal dignity and safety in any manner of speaking.
- ii. be introduced to several acts and provisions of new structures that have been created for ensuring justice and fair play to women.

Crimes Against Women and the Law

It is important for educators to get familiar with the language of law in relation to crimes in order that (a) redressal of the wrong can be facilitated and the wrongdoer punished; (b) a climate of prevention can be created through formal and informal instruction.

Let us understand a few terms before we proceed on to the details of incidence of different crimes and laws dealing with the same.

A Crime is an act of commission or omission contrary to law. It is programmed to be an act against the community and society at large. The state has the power to punish a person if she or he is found guilty. In India various acts of crime are defined in the Indian Penal Code (IPC) sections 109 to 511 and other Central and State laws.

It is generally presumed that an accused is innocent unless it is proved to the contrary through a judicial process.

The Code of Criminal Procedure (Cr.P.C.) 1973 is referred to as the new code which lays down the judicial procedure in bringing an accused to justice. It also provides for a machinery for the punishment of offenders and a procedure for preventing crimes.

Cognizable and Non Cognizable Offences

Cognizable offences are offences for which a police officer can arrest a person without a warrant. In non-cognizable offences, the police cannot arrest the offender without a warrant from the court.

Bailable and non Bailable Offences

Bailable crimes are less serious and the accused has a right to get bail. Whereas in non-bailable offences granting of bail is left to the discretion of the court.

Family Courts Act

The bill connected with this Act was passed by the Parliament in 1984.

Crime under IPC

The Indian Penal Code (IPC) defines in precise terms various acts and omissions constituting an offence against the State, public tranquility, religion, human body, property and so on. These are covered under 511 Sections of law broadly classified as violent crimes, property crimes and white collar crimes. The 'violent crimes' include crimes like murder, attempt to murder, culpable homicide (C.H) not amounting to murder, rape, kidnapping and abduction, dacoity and its preparation, robbery and riots. The "property crimes include burglary, theft, while the "white collar crimes" consist of criminal breach of trust, cheating and counterfeiting.

(1) The Crimes Identified Under the Indian Penal Code (IPC)

- (i) Rape (Sec. 376 IPC)
- (ii) Kidnapping and Abduction for different purposes (Sec. 363-373 IPC).
- (iii) Homicide for Dowry, Dowry Deaths or their attempts (Sec.302/304-B IPC).
- (iv) Torture, both mental and physical (Sec.498-A IPC).
- (v) Molestation (Sec.354 IPC).
- (vi) Eve-teasing (Sec.509 IPC).

(2) The Crimes Identified under the Special Laws (SL)

Reprehensible social practices such as commission of sati, demand for dowry, trafficking of women for immoral purposes etc. are identified as offences punishable under the following social enactments to safeguard women and their interests, specifically. There are:

- (i) Commission of Sati (Prevention) Act, 1987.
- (ii) Dowry Prohibition Act, 1961.
- (iii) Immoral Traffic (Prevention) Act, 1978.
- (iv) Indecent Representation of Women (Prohibition) Act, 1986.

Disposal of Crime Cases by Courts

Rape

Out of the total cases in which were completed, 41.5 percent ended in conviction during 1990, 34.2 percent in 1991 and 33.8 percent in 1992 and 30.3 percent in 1993. Thus the acquittal percentage is showing an upward trend over the years. The rate of disposal of cases in courts was 23.9 percent in 1990, 18.6 percent in 1991, 18.1 percent in 1992 and 16.8 percent in 1993. On an average, 80 percent of the cases remained pending for trial. This is a disquieting state.

Rape

What is rape

According to Section 375 of the Indian Penal Code rape is committed when a man has sexual intercourse with a woman

- against her will, or
- without her consent, or
- with her consent, when her consent has been obtained by putting her or any person in whom she is interested in fear of death, or of hurt (duress), or
- with her consent, given on account of her unsoundness of mind, or intoxication, when she is incapable of understanding the consequence of her consent, or
- with or without her consent, when she is under 16 years of age.

IPC amendment 1983 Section 376 adds two more types of rape

1. Custodial Rape

- If a public servant, or the superintendent or manager of a jail, remand home, or women's or children's institutions, takes advantage of their positions and induces or seduces any female person and has sexual intercourse with her may be punished with imprisonment of upto 5 years and with fine.

- Similarly, if a member of the management or the staff of a hospital, takes advantage of his official position, and has sexual intercourse with any woman of that hospital, such sexual intercourse though not considered as rape is punishable with imprisonment of upto 5 years and fine.

2. Gang Rape

When one woman is repeatedly raped by a gang/group of men.

Note: Violence against women in situations of armed conflict: rape is used as a weapon of retribution when women and girl children are frequently victims of gang rape committed by soldiers from all sides of the conflict.

Kidnapping and Abduction

Under Section 363-375 IPC, the crime of kidnapping and abduction are some of the crimes which women fall prey to. According to the IPC whoever takes or entices a minor boy under 16 and girl under 18 or a person out of his consent is said to kidnap the minor. So a girls' father must consent before a boy can take her away. Thus run away lovers can be hauled up by the police and the boy can be charged with kidnapping if the girl is below 18. Kidnapping can invite imprisonment upto seven years.

Unnatural Offences

The IPC also mentions an 'unnatural offence', section 377 and defines it vaguely. Carnal intercourse against the order of nature with any man, women or animal

Dowry Deaths

Since 1986 the law provides for a punishment of not less than seven years and upto life imprisonment for the husband and possibly his family if a woman's death occurs in suspicious circumstances such as burns, injuries or other unnatural circumstances, and she was subjected to cruelty or harassment in connection with dowry by her husband or his relatives (Sec.304B, IPC)

Sec.304-B IPC Dowry Death - (1) Where the death of a woman is caused by any burns or bodily injury or occurs otherwise than under normal circumstances within seven years of her marriage and it is shown that soon before her death she was subjected to cruelty or harassment by her husband or any relative of her husband for, or in connection with, any demand for dowry, such death shall be called "dowry death", and such husband or relative shall be deemed to have caused her death.

Section 498A: Husband or relative of husband of a woman subjecting her to cruelty - Whoever, being the husband or the relative of the husband of a woman, subjects such a woman to cruelty shall be punished with imprisonment for a term which may extend to three years and shall also be liable to fine.

Dowry Prohibition Act No.28 of 1961, Section 4 as amended by the Dowry Prohibition (Amendment Act of 1984)

/ Definition of "dowry"

In the Act "dowry" means any property or valuable security given or agreed to be given either directly or indirectly:

- (a) by one party to marriage to the other party to the marriage; or
- (b) by the parents of either party to a marriage or by any other person to either party to the marriage or to any other person; at or before or any time after the marriage [in connection with the marriage of the said parties, but does not include] dower or mehr in the case of persons to whom the Muslim Personal Law (Shariat) applies.

The expression "valuable security" has the same meaning as in Section 30 of the Indian Penal Code, 1860 (45 of 1860).

The giving and taking of dowry are both crimes.

Commission of Sati (Prevention) Act 1987

This Act empowers the state to take more preventive measures in this regard. If there is a possibility of such a happening, the law and order authorities can take preventive measures.

The Immoral Traffic (Prevention) Act, 1956

Article 23 of the constitution prohibits traffic in human beings. On May 9, 1950, India ratified the International Convention for Suppression of Immoral Traffic in women and girls. This is an act to give effect to the same. The Suppression of Immoral Trafficking in women Act (SITA)

deals with sex as business activity. A prostitute is defined as a woman who offers her body for promiscuous sexual intercourse for hire, whether in money or in kind.

The Indecent Representation of Women (Prohibition) Act of 1986: prohibits sale, distribution, circulation of any books, pamphlets etc. depicting indecent portrayal of women.

The Medical Termination of Pregnancy Act 1971

Pregnancy can be terminated on the advice of a doctor if

- continuing the pregnancy involves a risk of mothers' life
- continuing the pregnancy would cause grave damage to the physical or mental health of the mother
- the pregnancy has been caused by rape
- the child is born, it would be gravely deformed.
- any method of family planning adopted by the couple has failed

In 1971, the Medical Termination of Pregnancy Act was passed by the Parliament. In 1975, various rules and regulations regarding abortions were also passed. The law regarding abortions is now very liberal in this country. The law is deliberately relaxed for population control and to save poor and uneducated people from quack abortionists.

The Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) 1994

In order to check the gross misuse of the pre-natal diagnostic techniques for purposes of identifying the sex of the foetus, the above act was passed by the Parliament in 1994, following passing of a similar bill by Maharashtra State Assembly, on 1st February, 1988.

The Juvenile Justice Act, 1986

The Act provides for a differential approach towards children coming in conflict with law but also describes the whole range of conditions in which children are or are likely to be abused.

Girl children are often the worst victims of such circumstances and effective implementation of this Act can have a profound impact in ensuring their well being, welfare and developments.

National Commission for Women Act 1990

This act was passed in order to constitute a National Commission for better protection of the rights of women and to perform a constant watch dog function. (See Appendix for details)

Protection of Human Rights Act 1993

The Act provides for the constitution of a National Human Rights commission, State Human Rights courts for better protection of Human Rights.

Defamation

There are some other crimes affecting women. Defamation is one such crime. If a woman is wrongly accused of an act which will affect her reputation "woman of loose morals" or "dowry-hungry mother-in-law", she can complain to the police against her defamers, or she can file a civil case against them claiming damages.

Whoever does obscene acts or sings obscene songs in any public place can be punished. Similarly, sale of obscene objects to youth below 20 is also a crime.

Women and Police

Section 160 of Cr. P.C. protects woman from unnecessary harassment from the police. A police officer can call a male to the police station for interrogation or to demand information during investigation. But if the case is of a woman, or a male under 15 years, they are not required to go to the police station. The police officer must go to the place where the woman or the boy resides.

When a police officer must search a woman, the search shall be made by another female with strict regard to decency (Section 51). When an accused woman has to be examined by a doctor for evidence only a lady doctor or someone under her supervision is allowed to do so. (Section 53).

Pregnancy

If a woman sentenced to death is found to be pregnant, the High Court shall order the execution to be postponed. It may also commute the sentence to imprisonment for life (Section 416).

Crimes in Marriage

Section 198 deals with prosecution for offences against marriage. It provides that a complaint of bigamy may be filed by any person related to the wife by blood, marriage or adoption after getting consent of the court. This helps the aggrieved, when she herself cannot take action.

Unit V: Labour Laws and Women

All women work, several work within the household and outside as well. The economic definition improved considerably in 1991 census lists only 22.73 percent women as workers compared to 51.56 percent males. Further, of 91.4 million women workers, only 6 percent are in the organized sector. There are several labour laws applicable to both men and women workers, some exclusively to women. In this Unit we look at some of these legislations.

Expected Outcomes

By the end of this unit, you will be able to:

- (i) gain some knowledge about existing labour legislations as these effect women and
- (ii) think critically about these laws vis-a-vis the rights of women as workers.

Some Labour Laws

The Factories Act (1948 amended in 1949, 1950, 1954), Mines Act (1952) and Plantation Labour Act (1951)

- prohibit employment of women between 7 p.m. and 6 p.m.
- regulate working hours and contain provisions for their safety
- fix the maximum load to be lifted by women
- open creches etc.

The Factories (Amendment) Act 1976

- provides for the establishment of creches where 30 women are employed including casual and contract labour.

Rights of Women working in Factories

The law provides some special benefits for women who work in factories. These are:

- * Women must have separate toilets and washrooms with doors.
- * If a factory has more than 30 women workers, the employer must provide a creche for the workers' children.
- * Women cannot be made to lift more than the prescribed weight.
- * Women cannot be made to clean or oil any moving machine.
- * Women cannot be made to work more than 48 hours in a week.
- * Women must get one day off in a week.
- * Women cannot be made to work for more than 5 hours at a stretch.
- * Women can be made to work only between 6 in the morning and 7 in the evening.

The Equal Remuneration Act, 1976

This labour law was enacted to provide payment of equal remuneration 'to men and women workers for the same work or work of similar nature and to prevent discrimination on the basis of sex, against women in matter of employment.

This Act was enacted to give effect to Article 39 of the Constitution which envisages to give equal pay for equal work for both men and women.

The Minimum Wage Act, 1948

The Act enables the State Government to fix minimum time rate of wages; a minimum piece rate of wages; a guaranteed time-rate of wages for different occupations and localities or classes of work for

- adults
- adolescents
- children
- apprentices

The Contract Labour (Regulation and Abolition) Act, 1970 with Central Rules 1971

This labour law was enacted to regulate the employment of contract labourers in certain types of establishments and to prohibit its practice under certain circumstances.

The Maternity Benefit Act 1961 and Amended in 1976

- provides for payment of maternity benefits at the rate of average daily wage for the period of women's actual absence (normally six weeks before and six weeks after the delivery and not exceeding 90 days). Applicable to every establishment and also to women not covered by the Employees State Insurance Act (1948).

These benefits are:

- 6 weeks leave with full pay before the delivery.
- 6 weeks leave with full pay after the delivery.

If a woman wants she can take the entire 12 weeks, leave after the delivery.

Unit VI: International Conventions and the Indian Law

Expected Outcomes

By the end of the unit, you shall

- (i) have become familiar with the three major international instruments for upholding the rights of men and women, and
- (ii) be able to analyze and compare the position of Indian women, with regard to formal rights and actual provisions in relation to the international standards as laid down in the conventions.

Considering all this the UN Conventions on Rights of Humans on Rights of Women, on Rights of Children all signify a new hope and a new structure for a new world order based on equality dignity and freedom for all.

It is perhaps in order to state that the story of the rights of women in the Indian context differs markedly from that of their western counterparts. The first to take up the cause of women were the informed enlightened men who were at the vanguard of the India Social Reform Movement, also known as the Indian Renaissance, which saw the ending of barbarous practices like Sati, female infanticide, ill treatment of widows, forced ignorance and illiteracy of women etc. The Indian Constitution was drawn up by the

stalwarts of the mass based freedom struggle who were sensitive not only to the disabilities of caste, class and religion but of women in a traditional patriarchal society. Indian women got the right to vote along with their men with the transfer of power from the British in as early as 1921. The Constitution of India however, declared all Indian citizens equal before law with equal opportunities to work, to hold public offices, freedom of speech and movement regardless of caste, creed, race, religion or sex. Equality between sexes is guaranteed as a Fundamental Rights with the additional provision of affirmative action by the state in favour of women, keeping their cumulative disadvantage in view.

Universal Declaration of Human Rights

On 10th December 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. The list of Human Rights elaborated in the Declaration provides a common standard of 'achievement for all peoples and all nations.'

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.

Whereas it is essential, if man is not' to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations.

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.

Whereas a common understanding of these rights and freedom is of the greatest importance for the full realization of this pledge,

Human Rights

The following human rights are guaranteed by Article I to XXX:

- Article I : Freedom and Equality
- Article II: Entitlement to Rights
- Article III: Right to Life, Liberty and Security of Person
- Article IV: Ag. slavery or Servitude.
- Article V: No one can be subjected to torture inhuman or degrading treatment/punishment.
- Article VI: Right to recognition as a person before law
- Article VII: All equal before law, guaranteed equal protection of law.
- Article VIII: Right to effective remedy by the complement national tribunals for violation of fundamental rights.
- Article IX: No One should be arbitrarily arrested, detained or exiled.
- Article X: Equality to a fair and public hearing by an independent and impartial tribunal.
- Article XI: i. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty by court.
- ii. No one should be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence.
- Article XII: No one should be subjected to arbitrary interference with his privacy, family, home, correspondence, honour, reputation.
- Article XIII: (i) Right to freedom of movement and resident.
- (ii) Right to leave any country including his own to return to his country.

- Article XIV: Right to protection from prosecution.
- Article XV: Right to Nationality
- Article XVI: Right to marry and have family full consent of the sponser.
- Article XVII: Right to property
- Article XVIII: Freedom of thought and religion
- Article XIX: Freedom of Opnion
- Article XX: Right of Peaceful Assembly
- Article XXI: Right to take part in the Government of the Country, equal access to public services of his will of the people-basis of the authority of the Government.
- Article XXII: Right to security through national effort and international cooperation.
- Article XXIII: Right to work choice of employment of equal pay for equal work.
- Right and just remuneration
- Right to form and joinfor
- Article XXIV: Right to rest. and leisure
- Article XXV: Right to standard of living adequacy for health and welbeing of self and family and sickness, unemployment, oldage.
- Motherhood and childhood are entitled to special care and assistance.
- Article XXVI: Right to Education
- Article XXVII: Right to a social and International order in which rights and freedom can be realised.
- Article XXVIII: Duties to Community
- Artilce XXIX: No right to engage in any activity or perform any act aimed at destruction of rights and freedom.

Convention on the Elimination of All Forms of Discrimination Against Women. Adopted by General Assembly of U.N. on 18th December, 1979.

25th June, 1993 - India ratified CEDAW with a declaration in respect of Article 16 (1&2) and a reservation in respect of Article 29 (1). These pertain to India's Policy of non interference in the personal affairs of any community without its registration of marriages and non binding by arbitration or adjudicate by International Court of Justice.

Convention on the Rights of the Child

Articles 1 to 42 guarantee the following to a child:

Article 1: A child means every human being below the age of eighteen years.

Article 2

Ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind.

Article 3

The best interests of the child shall be a primary consideration is assumed.

Article 5

Respect the responsibilities, rights and duties of parents for the child, to provide, in a manner consistent with the evolving capacities of the child.

Article 6

Recognize that every child has the inherent right to life.

Article 7

The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

Article 9

Ensure that a child shall not be separated from his or her parents against their will unless separation is necessary for the best interests of the child.

Article 11

Combat the illicit transfer and non-return of children abroad.

Article 12

State Parties shall assure to the child who is capable of forming his or her own views the right.

Article 13

Right to freedom of expression

Article 14

respect the right of the child to freedom of thought, conscience and religion.

Article 15

rights of the child to freedom of association and to freedom of peaceful assembly.

Article 16

No child shall be subjected to arbitrary or unlawful interference, protection of the law.

Article 17

Recognize the important function performed by the mass media, access to information

Article 18

Use their best efforts to ensure both parents have common responsibilities for the upbringing and development of the child.

Article 19

Take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence.

Article 20

A child temporarily or permanently deprived of his or her family environment shall be entitled to special protection and assistance provided by the State.

Article 21

Recognize and/or permit the system of adoption shall ensure that the best interests of the child.

Article 23

Recognize that a mentally or physically disabled child should enjoy a full and decent life.

Article 24

Enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health.

Article 27

Recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

Article 28

Recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity.

Article 29

State parties agree that the education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential.

Article 30

A child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

Recognize the right of the child to rest and leisure, to engage in play and recreational activities.

Article 32

Recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous.

Article 33

Take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs etc.

Article 34

Undertake to protect the child from all forms of sexual exploitation and sexual abuse.

Article 35

Take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose.

Article 36

Protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

Article 38

Undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

Article 39

Take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment.

Article 42

Undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

The National Policy for Children in 1974 affirmed the Constitutional provisions and declared that "it shall be the policy of the State to provide adequate services to children, both before and after birth and through the period of growth, to ensure their full physical, mental and social development. The State shall progressively increase the scope of such services so that, within a reasonable time, all children in the country enjoy optimum conditions for their balanced growth".

Government of India, by ratifying the Convention on the Rights of the Child on November, 12, 1992, once again reaffirmed its commitment to children.

National Policy on Education - 1986

and

Programme of Action - 1992

Recommendations

For Education for Women's Equality

Education for Women's Equality

Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on

women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

NPE - 1986, P.10

1. Education for Women's Equality

Programme of Action - 1992

1. Preface

1.1.1 Education for Women's Equality is a vital component of the overall strategy of securing equity and social justice in education. Paras 4.2 and 4.3 of the National Policy on Education (NPE), 1986 are very strong and forthright statements on the intervening and empowering role of education. Inter alia, they emphasize the provision of special support services and removal of factors which result in discrimination against women at all levels of education. The POA clearly spells out the actions which need to be taken to promote education for women's equality; it can hardly be improved upon. What is sought to be done is to modify the contents of the POA wherever appropriate. What comes out clearly is the need for will to implement and institutional mechanism to ensure that gender sensitivity is reflected in the implementation of educational programmes across the board. Education for Women's Equality is too important to be left to the individual commitments or proclivities of persons in charge of implementing programmes. It should be incumbent on all actors, agencies and institutions in the field of education at all levels to be gender sensitive and ensure that women have their rightful share in all educational programmes of and activities.

2. Present Situation

1.2.1 According to the 1991 census female literacy rate is 39.42% compared to 63.86% for males. The number of female illiterates at 197 million is more than male illiterates by 70 million even though the female population is less than the male population by 32 million. There are significant rural-urban disparities among women, rural female literacy is about half of urban female literacy. A striking finding is that for every 100 girls in class I in rural areas, there are only 40 in class V, 18 in class VIII, 9 in class IX and only one in class XII - the corresponding figures for urban areas being 82, 62, 32 and 14. If ten to twelve years of general education is the basic requirement for entrance into technical and professional education, rural girls would therefore stand excluded. An overwhelming proportion of vocational, higher and technical educational facilities are located in urban or semi-urban areas. Participation of girls in this sector continues to be low and gender stereotyped. Similarly, proportion of women and girls in engineering and agriculture based courses is woefully low.

1.2.2 This is compounded by the fact that the proportion of women teachers in the low literacy States is extremely poor. The percentage of women teachers at the primary and middle schools is 21% and 23% in rural areas and 56% and 57% in urban areas.

1.2.3 It is therefore imperative that the entire educational system is alive to the gender and regional dimensions of educational disparities. P.1.

3. Policy Parameters and Strategies

1.3.1 In pursuance of NPE the main features of the implementation strategy will consist of the following:

- i. to get the entire education system to play a positive interventionist role in the empowerment of women;
- ii. to encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors;
- iii. to widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes;
- iv. to create a dynamic management structure that will be able to respond to the challenge posed by this mandate.

4. Plan of Action

1.4.1 Strategies outlined below deal primarily with operational details regarding implementation of the POA:

1. All the Bureau of the Department of Education will prepare a concrete action plan addressing gender related concerns in their specific area of work by August, 1993. Relevant nodal institutions like the UGC, AICTE, ICSSR, ICHR, CBSE, ICAR, IAMR, State Boards, Vocational Education Bureaus, etc. will also prepare similar action plans, part IV, para 4.1 to 4.3 of the NPE and Chapter XII of the POA will form the guiding principles for the action plan.

- ii. A monitoring unit will be created in the Planning Division of the Department of Education to ensure integration of gender issues into policies, programmes and schemes. This unit will develop indicators for monitoring implementation, ensure effective dissemination of information and coordinate action. This will be done by August, 1993.
- iii. Similar monitoring units/bureaus will be set up at the State level.
- iv. Annual reports of all the bureaus and institutions will clearly spell out the steps they have taken to enhance women's and girls' access to education, ensuring that the content and process of education is sensitive to gender concerns and equal access is assured for science and technical education at all levels. P.2.

5. Empowerment of Women

1.5.1 Education can be an effective tool for women's empowerment, the parameters of which are:

- enhance self esteem and self confidence of women;
- building a positive image of women by recognizing their contribution to the society, polity and the economy;
- developing ability to think critically;
- fostering decision making and action through collective processes;
- enable women to make informed choices in areas like education, employment and health (especially reproductive health);
- ensuring equal participation in developmental processes;
- providing information, knowledge and skill for economic independence;
- enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas;

1.5.2 The following measures will be taken for achievement of the above parameters and the concerned bureaus and institutions will report on progress as stated in para 4.1 above:

- i. Every educational institution will take up active programmes of women's development;
- ii. All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, SRCs, SCERTs and the University System. Innovative training programmes will be designed with the assistance of concerned organizations and women's groups;
- iii. Gender poverty sensitization programmes will be developed for teacher educators and administrators. An environment will be created whereby all the sections of the education sector will become alive and sensitive to the role of education in eliminating gender disparities;
- iv. In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers. p.3
- v. The common core curriculum is a potentially powerful instrument to promote a positive image of women. The Department of Women's Studies, NCERT will intensify activities already initiated in the area of developing gender sensitive curriculum, removing sex bias from textbooks and training of trainers/teachers. SCERT and the concerned State level boards and institutions will initiate similar work.
- vi. Funds would require to be earmarked in all education budgets for such awareness and advocacy related activities.

6. Research and Women's Studies

1.6.1 Women's Studies is a critical input to promote better understanding of women's contribution to social processes within social, technological and environmental change, their struggles and aspirations, conceptual

obstacles that make them "invisible" in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination, and thus empower women to achieve effective participation in all areas of national or international development. The four dimensions to be supported are:

- i. Research to advance the frontiers of knowledge, development human resources and produce teaching/learning material in pursuit of the above aim.
- ii. Teaching to change present attitudes and values of men and women to one of concern for gender equality. Existing biases and deficiencies in curriculum will be addressed.
- iii. Training of teachers, decision makers, administrators and planners to enable them to play a positive interventionist role for gender equality.
- iv. Extension or direct involvement of institutions in women's development activities among the community.

1.6.2 Special efforts will be made to make the Women's Studies Centres set up in 20 universities and 11 colleges to become more effective through intensive training of their staff. Eminent institutions and well known women's organizations will be involved in the process of revitalizing existing centres/units and helping in the establishment of new ones.

1.6.3 Networking between different institutions for research, extension and information dissemination has demonstrated high cost-effectiveness as well as potential for coordinated growth. Such networks will be initiated to increase output of quality teaching materials especially in

regional languages, training and curriculum design, and decentralized area-specific models of intervention. P.4

1.6.4 Foundation course should be designed and introduced for undergraduates with a view to promote the objectives of empowerment of women. This will be done within the 8th plan period.

7. Univesalization of Elementary and Adult Education

1.7.1 It is impossible to achieve Universal Elementary Education (UEE) unless concerted efforts are made to reach out to the girl child. Girls who cannot attend formal schools or have had to dropout will be provided educational opportunities through Non-Formal Education (NFE). Efforts will be made to design special NFE programmes for out of school and adolescent girls with a view to get them back into the formal stream or qualify for technical or vocational education. The Open School, distance education systems and other innovative educational programmes will reach out to girls in rural/remote areas and urban slums. Voluntary and community based efforts will be encouraged in this sector. The above tasks acquire a greater significance in the SAARC decade of the girl child.

1.7.2 The rural girls are doubly disadvantaged by non availability of educational facilities and by the work they have to do related with fuel, fodder, water, sibling care and paid and unpaid work. Coordinated efforts, albeit with other departments/Ministries, need to be made to provide the necessary support services to enhance their participation

and performance. Provision of support services and child care facilities should be seen as a necessary and integral adjunct of UEE. .

1.7.3 An important constraining factor for female education is the lack of women teachers in rural areas. The Revised Policy Formulations postulate that at least 50 per cent of teachers recruited in future would be women and to augment teacher training facilities for women so that adequate number of qualified women teachers are available in different subjects, including Mathematics and Science.

1.7.4 Total Literacy Campaigns (TLCs) being taken up should pay special attention to women in the 15-35 age group as it has been done with very positive impact in many districts. NFE should be dovetailed to TLCs in order to reach out to girls in the 10-20 age group.

1.7.5 Programmes for continuing education should be designed to ensure that neo-literates and school going girls have access to reading materials. If necessary, books and magazines should be made available to women in their hamlets. The medium of radio will be utilised to sustain enthusiasm and motivation.

1.7.6 Efforts should be made to coordinate the different vocational schemes both within the formal system and those initiated by the other Departments/Ministries. P.5.

B. Women's Access to Vocational, Technical and Professional Education and Existing and Emergent Technologies.

1.8.1 Improvement of girls' access to technical, vocational and professional education requires a national programme to introduce and strengthen Science and Mathematics teaching in all girls schools. A special scheme will be designed to meet the shortfall of Science and Mathematics teachers in girls schools. Serious efforts should be made by the Centre and State planners, curriculum developers and administrators to consciously encourage participation of girls in non-traditional and emergent technologies at all levels. Guidance and counselling for girls should be undertaken as a necessary precondition to encourage participation.

1.8.2 Women's access to technical education will be improved qualitatively and quantitatively especially in rural areas. Women's ITIs and Polytechnics and women's wings in general Polytechnics and ITIs will be revamped with a view to diversify disciplines, trades and courses to encourage participation in new and emerging technologies.

1.8.3 Information about credit, banking, entrepreneurial abilities will be developed in technical and vocational institutions. The apprenticeship scheme will be strengthened to increase the coverage of women.

9. Media

1.9.1 The electronic, print and traditional media will be used to create a climate for equal opportunities for

women and girls. It will thus play a complementary and supportive role in awareness generation, dissemination of information and communication. Given the fact that almost all rural areas are covered by radio, special efforts will be made to utilize this medium to reach out to women.

10. Management Structure at Centre and State Level

1.10.1 Women's cells should be set up forthwith in all Central and State agencies concerned with curriculum development, training and research.

1.10.2 A Monitoring cell will be set up within the Planning Bureau of the Department of Education, Ministry of Human Resource Development. Similar units in the states should take responsibility for monitoring and evaluating progress.

1.10.3 A high level Inter Ministerial Committee will be constituted by the Department of Education, MHRD to:

- i. review implementation of POA on a continuing basis;
- ii. advise the government on policies and programmes related to girls education; P.6
- iii. activate planning mechanisms in consultation with each other to ensure provision of essential support services that will enhance girls' and women's participation in education.

1.10.4 Similar committees will be constituted at the State level. P.7.

II. Education of Scheduled Castes and Scheduled Tribes and Other Backward Sections

2.1. A number of centrally Sponsored Schemes are being continued in the 8th Five Year Plan (1992-97) for SCs, STs and other backward sections. These are (i) Post-matric scholarships; (ii) Grant-in-aid to voluntary organisations; (iii) Pre-matric scholarships for children of those engaged in un-clean occupations; (iv) Book banks; (v) Boys' and Girls Hostels' (vi) coaching and allied schemes. In addition to these, two schemes in the central sector have also been approved, viz., (i) special educational development programme for girls belonging to SCs of very low literacy levels, and (ii) educational complex in low literacy pockets for development of women's literacy in tribal areas. These programmes are in addition to the special thrust given to the weaker sections in addition to the special thrust given to the weaker sections in the general programmes for educational development like opening of schools, running of Non-Formal Education (NFE) centres and adult education centres, schemes of Operation Blackboard, upgradation of merit of SC/ST students, reservation in educational institutions, etc.

2. Elementary Education

2.2.1 Taking into account the experience gained in the implementation of NPE, 1986 and POA, the following strategies are proposed:

(a) Access and Enrolment

2.2.2 In order to ensure universal access and enrolment of SC children in rural areas, henceforth, in opening primary and upper primary schools priority would be given to the needs of SC habitations and hamlets. As far as possible pre-primary section will be an integral part of such schools.

2.2.3 Every Scheduled Tribe habitation will be provided with a primary school or other suitable institution before the end of the 8th Five Year Plan in order to ensure universal enrolment and participation.

2.2.4 In tribal areas educational plan will be implemented in an integrated manner. Pre-school education (through Balwadis), Non-Formal Education, elementary education and adult education will be organically linked and integrated to ensure achievement of total literacy of the entire population. This integrated Educational Complex will be responsible for total education within its area serving all children in the age group 3-14 and adults in the age group 15 and above.

2.2.5 For SC children access and enrolment will be assured primarily in the formal school. Where SC children are not able to attend the formal school provision for non-formal and distance education centres will be made to ensure universal access and enrolment.

2.2.6 It will be the responsibility of the teachers to organise drives at the beginning of every academic session

to enroll all school age children specially girls belonging to SCs, STs and other backward sections. For this purpose active assistance of voluntary agencies and local communities shall be taken. Traditional and folk media can be very effective in reaching parents and children in remote areas to motivate them.

(b) Participation

2.2.7 Adequate incentives will be provided for the children of SC, ST and other backward sections in the form of Scholarships, Uniforms, textbooks, stationery and mid-day meals.

2.2.8 All schools, NFE centres and pre-school centres in SC/ST habitations will be equipped with necessary and essential infrastructural facilities in accordance with the norms laid down for Operation Blackboard and for achieving Minimum Levels of Learning (MLL).

2.2.9 Operation Blackboard shall cover within a period of two years all schools in tribal areas and Harijan Basis irrespective of the date on which the school was set up.

2.2.10 The indigent families among SC/ST will be given incentives to send their children, particularly girls, to schools.

(c) Achievement

2.2.11 Children from tribal communities will be taught through the mother-tongue in the earlier stages in primary school. Teaching/learning materials in the tribal languages

will be prepared providing for a transition to the regional language by class III.

2.2.12 The home language of children of SC/ST may be different from others. Therefore, standard teaching/learning material will be re-written to make them intelligible to the SC/ST children especially in areas where the standard language and the learners' dialect are different.

2.2.13 It will be ensured that MLL already set up for primary schools will be achieved, that the necessary standards of Rs.3/- are acquired by all children in SC/ST communities. Effective methodologies for measurement of MLL will be implemented. P.9,10

3. Adult Education

2.3.1 Adult education programmes will be an integral part of educational micro-planning in all tribal areas.

2.3.2 Under the total literacy campaign SC and ST populations will be the major focus for achieving total literacy. Special attention will be paid to adult illiterate women.

2.3.3. Adult education programmes for SCs/STs will essentially be programmes of empowerment. Special and relevant curricula and materials shall be prepared for this purpose as a crash programme.

2.3.4 Post literacy centres will be set up in SC/ST areas where literacy campaigns have been carried out in order to provide facilities for continued literacy for adult

neo-literates specially women.

4. Incentives

2.4.4 Residential facilities will be provided for SC/ST students preparing for competitive examinations.

2.4.5 Additional scholarships will be provided for SC/ST girl students in the secondary and senior secondary classes. Special coaching and remedial courses will be organised for SC/ST girl students.

5. Reservations

2.5.1 Implementation of reservation will be monitored at all levels and failure to adhere to the same will be made punishable.

2.5.2 Reservation in recruitment of teachers from SC/ST communities will be ensured in all educational institutions. P.10-11.

6. Teachers and Their Training

2.6.1 Where teachers are not available in schools located in SC/ST localities, crash programmes for giving suitable training to eligible persons from SCs/STs will be started. The eligible amongst them will be appointed as teachers in the schools.

2.6.2 Specified teacher training institutions such as DIETs will be identified for training of SC/ST teachers on a large scale.

2.6.3 In order to encourage SC/ST students to become teachers special courses integrating secondary, senior secondary and professional training will be devised. This will encourage such candidates to opt for the teaching profession from an early stage and get adequate training as teacher.

2.6.4 Wherever possible husband wife teams will be posted as teachers in tribal areas. This will ensure high participation by such teachers in school education.

7. Additional Measures

2.7.2 Education in tribal areas should be linked with outdoor activities. Many tribal children excel in sports, games and other outdoor activities. Such talent must be identified and nurtured. Adequate coaching will be provided at early stages so that these talented sportsmen and women can participate in sporting activities and competitions. Scholarships will be provided for such students paying special attention to their dietary requirements.

2.7.3 There is need for improvement in the standards of hostels for SC/ST students. Special attention has to be paid to the nutritional need of the students. As far as possible hostels concerned in or around the vicinity of the school/college where the girls are enrolled and adequate security measures should be provided. Hostels should preferably be run by Non-Governmental Organisations (NGOs).

P.12.

B. Monitoring

2.8.1 In addition to the monitoring by the existing scheme, monitoring of education in SC/ST areas will be entrusted to the local community/village education committee with adequate representation of SC/ST members specially women. The local community will take the total responsibility of planning the educational facilities in SC/ST areas.

2.8.2 In most of the States and at the Centre the incentive programmes like scholarships, mid-day meals, free uniforms, etc. and setting up of hostels and Ashram Schools for SC/ST are being implemented by the Welfare Departments, while the Departments of Education run programmes of setting up of schools, appointment of teachers, preparation of textbooks, curriculum, etc. which cater to SC/ST students as a part of the general programmes of the Education Departments. It would, therefore, be appropriate that the monitoring is done by the respective departments implementing the programmes. The Joint Monitoring System developed for this purpose by the Ministry of Human Resource Development, Ministry of Welfare and Planning Commission will be taken up earnestly.

2.8.3 In some States, educational institutions for Scheduled Tribes are being run by agencies other than the Education Department. It is better that these are managed by Department of Education.

9. Evaluation of Schemes

2.9.1 A number of evaluation studies have been conducted on the implementation of Centrally Sponsored Schemes as well as schemes of the State Governments. For example, in the recent past, the post-matric scholarship scheme has been reviewed by the Department of Personnel and by NIEPA, Pre-matric scholarship schemes of the State Governments have been evaluated by NCERT. The Girls' Hostel scheme was reviewed by three research organisations under the scheme of evaluation of the Department of Education. Many studies have also been conducted under the programmes of assistance of Ministry of Welfare, NIEPA, NCERT, Tribal Research Institutes, etc. But there does not seem to be a proper follow up of the reports.

2.9.2 What is needed is a systematic documentation and utilisation of the findings of the reports for taking corrective action. P.13-14.

3. Minorities Education

3.4.9 Studies and surveys to be commissioned on selective basis by Research Organisations, Universities and other Central and State Agencies (Action: Department of Education - Centre States/UTs, Ministry of Welfare, NCERT, UGC, Planning Commission, ICSSR).

3.5.1

1. Orientation programmes for principals/managers and training programmes for teachers of minority educational institutions taken up by NCERT/NIEPA to be intensified (Action: NCERT/NIEPA). P.23.

- ii. Women's Community polytechnics should be set up in minority concentration areas on priority basis. (Action: Department of Education - Centre and States/UTs). P.24

3.5.2

- i. There is a large concentration of minorities in urban slums. A Centrally sponsored/Central Scheme to be devised to cater to their educational, health and nutritional needs. Special infrastructure should be provided for implementing schemes of Operation Blackboard, Adult Education, Non-formal Education etc. (Action: Department of Education, Ministry of Human Resource Development; Ministry of Urban Development).
- ii. In areas where there is concentration of the educationally backward minorities, girls hostels to be constructed in schools and colleges on a priority basis. (Department of Education Centre/States, Ministry of Welfare and UGC).
- iii. Voluntary Organisations would be encouraged to set up ITIs in minority concentration areas. Where necessary, suitable funding would be provided. (Action: Ministry of Labour, States/UTs). P.27.

3.5.3 Long Term programmes include:

(a) Early Childhood Care and Education Centres

Early Childhood Education Centres will be set up in Primary Schools in areas pre-dominantly inhabited by educationally backward minorities. Socially Useful Productive Work (SUPW) should also be introduced in such schools. The Department of Education, Ministry of Human Resource Development should prepare a scheme of assistance to State Governments in this regard. However the State Governments will be encouraged to start their own programmes in ECCE (Action: Department of Education, Ministry of Human Resource Development). P.27

(b) Women's Education

- i. As the women literacy and the girls enrolment is lowest among educationally backward minorities, in the schemes of opening of girls schools, appointment of lady teachers, opening of girls' hostels and providing of incentives in the forms of mid-day meals, uniforms etc. Minorities needs should be fully met. (Action: State Governments/UTs.).
- ii. A Production-cum-Training Centre for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentration districts. (Action: State Governments/UTs).

Voluntary Effort in Adult Education and Early Childhood Education

Orientation Courses for professionals from minority communities to motivate voluntary effort; attaching one to all minority institutions to create awareness of these schemes and to train supervisors for multiplier effect. (Action: State Government/UTs). P.29.

5. Adult and Continuing Education

5.4.2 Media would be used in literacy promotion as a tool of dissemination of information, as a tool of mobilisation, motivation and sensitisation, as a tool of learning by sharing information, ideas and experiences and as a tool of social action for change. For this purpose, discussion on various aspects relating to literacy would be arranged on Doordarshan and Radio, spots and motivational films would be produced and shown on TV and classes conducted through radio. Both print and non-print media, including the traditional folk arts, would be fully harnessed for disseminating the message of literacy and for creating a positive climate for literacy. P.44

- (e) Propagation of the message of small family norm which has been yet another issue of national concern as also one of the sub-themes of all literacy campaigns would continue to be accelerated. This, along with other measures like importance of delayed marriage, proper spacing, changing existing social biases in favour of the male child in our society, etc. will be integrated into the content of the primer, content of materials for neo-literates, curriculum and course content of training and orientation of all functionaries, transaction of instructional lessons, evaluation, etc.
- (f) Promotion of women's equality will be a major area of focus in literacy programmes. Working towards this objective will have following implications for planning and implementation of TLCs:
 - i. Enabling the participation of women in the decision making processes of the campaign and developing organising skills.

- ii. Ensuring widest possible participation of women as teachers and learners in the teaching-learning process.
 - iii. Organising activities specifically designed to bring about attitudinal change amongst men. Thereby developing a greater sensitivity towards the difficulties faced by women in Indian society. This should lead to collective action to remove such difficulties wherever possible.
 - iv. Promoting the formation of women's organisations which will take up issues relating of women's rights.
 - v. Providing suitable avenues of gainful employment of women and ensuring their participation in every stage of the developmental process. P.45
 - vi. Ensuring that society as a whole is sensitised to the need to translate assurances of equality into concrete action such as payment of equal wages for equal work.
 - vii. Designing and promoting innovative and imaginative schemes which consciously work towards women's equality and empowerment. Existing models such as a Women's Development Project (SDP), or the Mahila Samakhya concept, would be enlarged in scope and ambit, and integrated with literacy campaigns.
 - viii. Creating structures, and facilitating mechanisms by which the concept of women's equality and gender justice is integrated at all levels with the work of the Saksharta Samitis be it in training, content or participation.
- (g) An important and positive fall out of the campaigns is that parental demand for enrolment and retention of children in the formal school system has increased manifold. Endeavour would be made to positively respond to such demand by opening new schools, adding rooms to the existing school buildings, appointing additional teachers and arranging their orientation and training and improving the operational efficiency of the delivery system so that it can absorb the growing demand. Simultaneously efforts would be made to

provide appropriate and need based non-formal education to working children in 9-14 years age group so that they do not, after reaching adulthood, add up to the ranks of illiterate adults. For this purpose, an effective linkage would be established with programmes/activities related to UEE, including NFE.

- (h) Messages of basic health care and programmes formulated thereunder, both protective, curative and preventive with special emphasis on health care programmes for women and children, would be integrated into the content and process of campaign materials, training, environment building, actual teaching learning phase, etc. in the same manner as small family norm, conservation of environment and women's equality. P.46.

6 Early Childhood Care and Education

1. The Present Situation

6.1.1 The National Policy on Education (NPE) has given a great deal of importance to Early Childhood Care and Education (ECCE). It views ECCE as a crucial input in the strategy of Human Resource Development (HRD), as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of the society. P.55

2. Targets and Phasing

6.2.1 The aim of ECCE is that every child should be assured access to the fulfillment of all basic needs. As such efforts will be made towards universalisation of ICDS by 2000 A.D. Seven lakh Anganwadi centres. Anganwadis will be gradually converted into Anganwadis-cum-creches. By the end of Eighth Plan, 25 percent of Anganwadis will be converted into Anganwadis-cum-creches. Qualitative improvement of ongoing ECCE programmes would receive high attention. New cost effective designs of ECCE will also be encouraged and supported. P.56

6.5.1 Initiating a two year vocational course in ECCE at +2 level with the objective of creating basic skills which can later be adopted through job training for specific situations. P.62

- vi. Coordinating the timings of ICDS Anganwadis with the primary schools wherever possible.

7. Elementary Education

4. Revised Policy Formulation

7.4.1

- iii. It was specifically laid down that at least 50 per cent of the teachers recruited in future should be women.

7.3.6 A positive externality, rather unanticipated, of the Total Literacy Campaigns, has been that in many districts covered by the campaign there has been an upsurge in the demands for primary education. In quite a few districts "out of school" children in the age group 9-14 was covered by the campaigns. Further, in these districts the awareness generated among parents is leading to better participation of children in primary schools. This happy experience has reconfirmed the need to pay more attention to the "demand side" in strategies for achieving UEE and highlighted the need for a disaggregate approach to the problem of UEE whereby districts, not States, and specific disadvantaged groups - the girls of SCs and STs - should become the basis for future planning.

7.3.9 CABE considered the failure to universalise elementary education and literacy as not only of a question of lack of resources but also of systemic deficiencies. The additional resources that may be available under external assistance should therefore, be used for educational reconstruction which should go beyond the conventional measures

such as opening new schools, construction of school buildings and appointing teachers. It is necessary to adopt a holistic approach, and to address.

- i. the educational needs of the working children, girls and disadvantaged groups, and
- ii. issues of content, process and quality.

Disaggregated Target Setting and Decentralised Planning

7.4.2 In the 8th Plan the strategy for UEE envisages adoption of disaggregated target setting and decentralised planning. An analysis of the educational indicators reveals that within each State, even in the educationally backward ones, there are areas and districts which are almost within reach of universalisation, while even in the educationally advanced States there are districts which are still quite backward. The attempt would be to prepare district-specific, population-specific plans for UEE within the broad strategy frame of Microplanning through people's participation and introduction of Minimum Levels of learning (MLL) in schools to improve learner achievement. Microplanning will provide the framework for universal access and universal participation while MLL would be the strategy frame for universal achievement.

7.4.3 In order to reduce disparities a disaggregated approach will be adopted through district planning by classifying districts into four categories:

1. High literacy districts in which access and enrolment are almost universal and community awareness for education is already high;
 - i. total literacy campaign districts in which community mobilisation for educational needs has been successfully generated by the National Literacy Mission;
 - iii. low literacy districts in which the provision of education facilities is unsatisfactory and the delivery system functions without any community involvement; and
 - iv. externally assisted project districts with a different management structure and sufficient financial support.

7.4.4 The strategies with regard to access, participation, achievement, environment building, community participation, etc. will be different for the four categories of districts.

7.4.5 Under this broad strategy of district planning and based on the experience gained in implementation of NPE, and the RPF, the following strategies are proposed:

1. Adoption of alternative channels of schooling like voluntary schools and NFE centres for those who cannot avail of conventional full-time schooling.
- ii. Microplanning through involvement of teachers and the community in order to design and implement a family-wise, child-wise plan of action for universal access/enrolment and participation.
- iii. Making parents aware about their responsibility for ensuring the completion of elementary education by their children and for providing at home the facilities and encouragement needed for this purpose.

- iv. Establishment of linkages between programmes of pre-school and primary education, and between programmes of literacy and UEE, in total literacy campaign districts.
- v. Improvement of school facilities through revamped Operation Blackboard and connecting it to MLL strategy. It will also be extended to upper primary stage.
- vi. Decentralization of educational management for making the schools function so as to ensure universal enrolment, retention and achievement.
- vii. Introduction of MLLs at primary and upper primary stages including coverage of the non-formal education channel. P.71
- viii. Revision of process and content of elementary education to make teaching-learning child centred, activity based and joyful.
- ix. Introduction of continuous and comprehensive evaluation with focus on remedial measures.
- x. Modification of teacher training programmes in view of changed strategies and programmes.
- xi. Improvement of the monitoring system for UEE.
- xii. Launching a National Mission to achieve the goals envisaged in the revised policy.

7.4.6 Further efforts would be made to develop district specific projects, with specific activities, clearly defined responsibilities, definite time-schedule and specific targets. Each district project will be prepared within the major strategy framework and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goals of each project will include the reduction of existing disparities in educational access, the provision of alternative systems of comparable standards to

the disadvantaged groups, a substantial improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools, and building up local level capacity to ensure effective decentralisation of educational planning. That is the overall goal of the project would be reconstruction of primary education as a whole in selected districts instead of a piecemeal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components.

5. Provision of Universal Access

7.5.1 Existing schemes will be suitably modified and measures will be taken to incorporate the new policy formulations.

(a) Formal Schooling

7.5.2 New primary schools according to the norms, will be opened in unserved habitations. NFE centres will be opened in smaller habitations and for children who cannot benefit from the school system. In addition, a new scheme of Voluntary Schools will be launched to achieve universal access for children in different areas.

7.5.3. Primary Schools - In 1986, it was estimated that there were approximately 32,000 habitations with a population of 300 or more that required primary schools. Though many new schools have been opened, new habitations have also come into existence, and it is estimated that 35,000 new

schools will be required. These schools will be opened by the State Governments following the norms specified under Operation Blackboard. P.71,72

7.5.4 Upper Primary Schools: In order to increase enrolments at the upper primary stage, the infrastructure at this stage will be expanded. The existing norm of providing an upper primary school within 3 km. walking distance is generally inconvenient for girls. This norm will be relaxed and the new ratio between primary and upper primary schools will be 2:1. Action will be taken in the next 5 years to upgrade every second primary school to the upper primary level. It will be primarily the responsibility of the State Governments to observe this norm for school-mapping.

7.5.5 In order to achieve UEE the school system will have to cater to about 18 crore children. This calls for increasing the number of teachers from the present 27 lakhs based on the teacher pupil ratio of 1:40. The increase in student population would also require an additional 11 lakh class rooms to be built in the next 7 years.

(b) Scheme of Voluntary Schools

7.5.6 A new scheme of Voluntary Schools will be launched to cater to the needs of neglected, hilly, tribal and difficult areas where there is no provision of schooling. This scheme will enable voluntary agencies to conduct schools for UPE/UEE and stimulate community participation in planning and conducting schools in a locally appropriate manner.

7.5.7 The Voluntary Schools would be organised to serve all school children in a given village/habitation. Areas would be well defined with a population of not less than 150 so that the Voluntary School has at least a minimum of 30 children. Voluntary Schools would be expected to complete primary/elementary education of the required level in a specific level in a specific period adequate for the pupils to master the curriculum. Learners enrolled in the Voluntary Schools may appear as external students for entry into any class of full time formal school. Local teachers will be appointed to run the schools and adequate training will be provided to them. Supervision of the Voluntary Schools would be the responsibility of the Village Education Committee (VEC).

7.5.8 A system of monitoring and evaluation will be designed by the grant giving agency to periodically evaluate the work of the school on the basis of five main criteria - enrolment, attendance, retention, achievement of minimum levels of learning and community involvement.

7.5.9 Central assistance will be given to the eligible voluntary Agencies to run the schools.

(c) Programme of Non-Formal Education

7.5.10 In order to strengthen the NFE Scheme the following strategies will be adopted:

- i. Provision of NFE centres will be based on the Microplanning exercise carried out for UEE. NFE centres will invariably cater to the needs of children, especially girls, who are not able to or who cannot attend the formal school.

- ii. Vocational and technical courses of wide variety will be provided for children and youth who pass out of the Non-Formal stream. Shramik Vidyapeeth and Voluntary agencies will be involved in this process.
 - iii. Voluntary agencies will be encouraged to undertake projects of NFE, especially in areas where the formal school system is not able to meet the demands of UEE.
- (d) Assistance to academic institutions and voluntary agencies for taking up innovative projects and research and evaluation activities in the field of non-formal education on 100% basis. P.72, 73.
- (e) Microplanning

7.5.13 Microplanning is a process of designing "a family wise and child wise plan of action" by which "every child regularly attends school or NFE centre, continues his/her education at the place suitable to him/her, and completes at least 8 years of schooling or its equivalent at the non-formal centre". A revenue village would be ideal for specific planning; however, microplanning for UEE may be carried out the Block, Talu, District levels. Within area the steps by which this micro level planning will be operationalised are:

- v. Ensuring that all children, specially girls and SC/ST children, regularly and actually participate in elementary education.

7.5.16 Microplanning will be made operational in about 20 project areas on an experimental basis during 1992-93. Based on the experience gained during the course of implementation it will be expanded to cover about 100 districts

during the 8th Plan. In due course the entire country will be covered, thus ensuring universal access and enrolment, and universal retention. P.74.pa

(e) Operation Blackboard

- iii. Expanding OB to upper primary schools to provide (a) at least one room for each class/section 9b0 a Headmaster-cum-office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment including a library, (e) at least one teacher for each class/section and items, consumable and minor repairs, etc.

B. Secondary Education

2. Policy Change .

B.2.1. The Revised Policy Formulations take note of the increased demand for secondary education and go beyond NPE 1986 by calling for a planned expansion of secondary education facilities all over the country. Secondly, they call for higher participation of girls, SCs and STs, particularly in science, vocational and commerce streams. Thirdly, they call for reorganisation of Boards of Secondary Education and vesting them with autonomy 'so that their ability to improve the quality of secondary education is enhanced, fourthly, they envisage that effort will be made to provide computer literacy in as many secondary level institutions as possible so that children are equipped with necessary computer skills to be effective in the emerging technological world.

3. Broad Parameters of the Strategy Envisaged

B.3.1 They include:

- Extending access to secondary education by setting up new schools in the unserved areas and by extending and consolidating the existing facilities, with particular emphasis on ensuring substantially increased enrolment of girls, the SCs and the STs.
- P.B4

4. Widening Access to Secondary Education

- ii. As a medium and long term measures, the programme of school mapping in each State for locating schools on the basis of clearly defined norms and standards will be revised. This exercise, to be carried out by NIEPA in collaboration with educational authorities in the States, will be completed by the end of 1974 and a programme to fully serve the unserved areas will be completed by 2000 A.D. In this exercise the educational needs of girls, SCs and STs would receive special consideration.
- iii. The States/UTs will be urged to formulate a special enabling plan to ensure increase in enrolment of girls, the SCs, the STs and other educationally backward sections. Necessary guidelines to formulate the plan/mechanism will be developed by the NCERT in consultation with the education authorities of the States/UTs.
- iv. The educational needs of those who find it difficult to attend full time school and for the working people who have missed the secondary school will be met by extending and strengthening the Open School system.

9. Navodaya Vidyalayas

1. Present Situation

9.1.3 The Navodaya schools largely are intended to cater to rural talented children (for whom 75% seats are reserved) with reservation for SCs and STs. This social objective has been achieved to a great extent. In the Navodaya Vidyalayas, 77.45% of the students are from rural areas; 20.35% from SCs and 10.76% from STs. Girl students are 28.44% of the student population as against the target of 33%. An important feature of the scheme of the scheme is the migration of a proportion of the students from one region to another, promoting national integration by providing opportunities to talented children from different parts of the country to live and learn together. P.95

10. Vocational Education

(iv) Vocational Educational Programmes for Special Groups and Out of School Population

10.4.9 The tribal and rural population do not have adequate access to school education, vocational courses in schools or vocational/technical training schools/institutions. There is also a paucity of vocational courses/institutions to cater to the women population whose earning power could be considerably augmented through vocational training. Handicapped and disabled persons from another significant section of the society who have at present practically no avenues to acquire suitable productive skills to make their living more meaningful and self-reliant. In addition, there is a large student population which does not go beyond class VIII and who need to be provided some skill training.

10.4.10 Vocational training programmes of non-formal nature are being organised by various Departments/organisations like the Department of Rural Development, Department of Women and Child Development, Ministry of Welfare, ICAR, KVIC, Central Social Welfare Board, Community Polytechnics, Shramik Vidyapeeths, Jan Shikshan Nilayams, etc. While these organisations would continue with their effort to provide non-formal vocational training groups, the Department of Education under the Vocational Education Programme would concentrate on organising non-formal vocational educa-

tion and training programmes for school dropouts in the age group 14-18 years who had completed class VIII but had not gone beyond class X.

10.4.11 It is also felt that all polytechnics, engineering colleges and other vocational and technical training institutions should organise short duration non formal vocational training programmes. The concerned Ministry/Department/Organisation as well as the States/UTs should earmark funds and provide financial assistance to these institutions for this purpose.

10.4.12 The Ministries of Welfare and Labour are already organising some vocational training programmes for the handicapped. They would intensify their efforts. The Department of Education would also encourage voluntary organisations working in this area. The CIVE will also provide support to vocational training programmes for the handicapped through teacher training materials and other resources. P.113

10.4.13 The involvement of girls in the vocational education programmes is crucial. Under the Centrally Sponsored Programme at +2 level, girls have equal access to vocational courses as the boys. Efforts should be made by the State/UTs to consciously encourage the participation of girls in the non-traditional and emergent technologies. The non-formal vocational programmes with emphasis on entrepreneurship should be specially geared to the needs of the out of school girls. Facilities for guidance should be made available.

(vi) Vocational Education for Special Areas

10.4.14 Separate vocational schools are proposed to be set up in the rural areas and in the North Eastern States where it is not viable to start vocational courses in general educational institutions. As and when these vocational schools are established they would also run short duration non-formal vocational training programmes for special groups and out of school population.

(vii) Assistance to Voluntary Organisations for Experimental/Innovative Programmes and Short Term Vocational Courses

10.4.15 The centrally sponsored scheme of Vocationalisation of secondary education envisages the role of voluntary agencies for conducting innovative programmes in the field of vocational education and provides financial assistance to selected agencies for this purpose. However, since the scheme was launched in 1987-88 only a few voluntary organisations could avail the assistance provided under the scheme. This was mainly because the scope was limited and assistance restricted to programmes of "innovative character". It was therefore felt that, to mobilise greater involvement of the voluntary organizations in the vocational education programme, the scope and objectives of the scheme should be widened and the details of the facilities offered to voluntary organisations be made available separately. Accordingly a Scheme of Assistance to Voluntary Organisations is now being formulated.

10.4.16 The overall aim of the scheme is to promote non-formal vocational education through NGOs for achieving the NPE. The specific objectives of the financial assistance to the voluntary

experimental projects.

training programme of vocational education in backward/rural areas and young girls of the age groups of 14-18 have dropped out of the school before entering class X.

opening special vocational training centres in areas where no institution/organisation is available to start non-formal courses.

training of vocational teachers/resource persons.

other activities connected with the vocational education.

States/UTs would have the primary responsibility to enlist the voluntary organisations for implementing the scheme. The NCERT should prepare the syllabus, curricula and instructional material for more short-term courses. P.114

14. Technical Education for Women

15.14.1 Opportunities for Technical Education for Women at all levels will be suitably increased. Additional polytechnics for women will be established under the World Bank assisted Technician Education Projects, and concerted efforts will be made to increase the proportion of girls enrolling in polytechnics and engineering courses. Adequate hostel facilities will be provided to the girl students in

technical and management institutions. Guidance seminars for girls at the 10+2 stage will be organised through the State Governments, Boards of Apprenticeship Training and other selected institutions to make them aware of opportunities in technical education and the potential for employment and self-employment. P.151

22. Teachers and Their Training

3. Teachers and Their Role

22.3.1 While some of the problems being faced by the teaching community have financial implications, many of other problems can be solved through non-monetary inputs and by a plan of systematic and sympathetic approach. Lack of clarity of purpose and interplay of various extraneous factors have often been instrumental in teachers not getting their due place and status. This has also led to lack of teacher accountability and diminished teacher effectiveness.

22.3.2 Keeping in view the financial constraints of various State Governments and their own policies, States will be encouraged to develop their own POAs especially with regard to matters like pay and allowances to teachers, other working conditions, norms for transfers and postings, removal of grievances, participation of teachers in the educational process, recruitment of teachers and the role of teachers' associations.

22.3.3 The primacy of the role of teachers in the educational process, their active participation at all of management, special measures for the teachers from advantaged sections like women, SCs/STs, etc., provision of facilities similar to other government employees and and transparent working conditions and justice to them be the guiding principles of any such POA. Efforts should also be made to ensure that the benefits of the exist-

ing schemes for women and other weaker sections are passed on to the teachers from these groups to the maximum extent possible. P.209

22.3.4 To help the existing weak educational administration in expeditious disposal of personnel matters of teachers, Use of computers available under other educational programmes, wherever possible, will be made.

22.3.5 Norms for accountability of teachers will be laid down with incentives for good performance and disincentive for non-performance. The NCERT will complete this task in respect of school education within one year. Assessment of teachers will be made on the basis of their comprehensive performance appraisal and their continuous education and improvement.

22.3.6 Responsible teachers' associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year. P.120

23. Management of Education

- iv. Atleast 50% of the teachers appointed will be women. This will have a positive impact on girls enrolment and retention.

2. Decentralisation and Involvement of People

23.2.1 The NPE and POA have emphasised the importance of decentralising planning and management of education at all levels and involving people in the process. Decentralization implies democratic participation by elected representatives of people in decision-making at the district, sub district and Panchayat levels. In pursuance of the POA provision the State government have been taking steps to set up structures for decentralised planning and management. The future course of decentralisation would be influenced to a great extent by the proposed Constitution Amendment (Seventy second) bill, 1991; they would have to be finalised after the Bill is enacted.

(a) The Constitution (Seventy-second) Amendment Bill, 1991

23.3.1 The Constitution (Seventy-second) Amendment Bill of 1991 on Panchayati Raj institutions envisages introduction of democratically elected bodies at the district, sub-district and panchayat levels. These bodies will be responsible for the preparation of plans for the economic development and social justice. The Bill provides for representation of women, scheduled castes and scheduled tribes.

23.3.2 The proposed Eleventh Schedule of the Constitution provides, among other things, for entrusting to Panchayati Raj bodies of:

"Education including primary and secondary schools, technical training and vocational education, adult and non-formal education, libraries and cultural activities".

The subject closely allied too education, namely, health, welfare, women and child development are also to be entrusted to the Panchayati Raj bodies.

(b) State Legislation

23.3.3. The Panchayati Raj Bill is an enabling legislation. The states are to frame their own legislation in their turn. The states would need to draw up appropriate legislations which, among other things, must provide for Panchayati Raj Committees for Education.

(c) District Level Body

23.3.4 Within this legislation a district level body may be set up with the responsibility for implementation of all educational programmes including non-formal and adult education, and school education upto the higher secondary level. The district body will provide for representation of educationists, women, youth, representatives of parents, scheduled castes/scheduled tribes, minorities and appropriate institutions in the district. Representation may also be

provided for urban bodies and cantonments which organise educational activities. The district body will also be vested with the responsibility for planning which would include, inter alia, area development, spatial planning, institutional planning, administrative and financial control and personnel management with respect to Implementation of different educational programmes at the district level will be supervised and monitored by the body. The district educational plans will also go into the levels of participation and retention of boys and girls under different age groups by socio-cultural and economic categories, particularly SC and ST, and plan for measures for ensuring physical infrastructure, equitable access as well as qualitative aspects of education.

4. Involvement of Voluntary and Non-Governmental Agencies

23.4.1 The successful implementation of programmes like elementary education including non-formal education, early childhood care and education, adult education, education of the disabled, etc. Will require people's involvement at the grassroot level and participation of voluntary agencies and social activist groups on a much larger scale. Considering the need for ensuring relationship of genuine partnership between the governmental and voluntary agencies, the government will take positive steps to promote their wider involvement. Consultations will be held with them from time to time about programmes and procedures for selection for financial assistance will be streamlined to enable them to play optimal role.

23.4.2 It would be desirable for the state governments to develop specific action plan for entrusting selected programmes of educational development to voluntary agencies and non-governmental organisations. They could be used to supplement effectively the on-going programmes to enhance their quality and impact. They should be allowed to function in a congenial and supportive atmosphere. it is expected that appropriate indices of accountability in terms of performance would be evolved in consultation with the voluntary organisations and NGOs. P.213

Part III

NATIONAL SYSTEM OF EDUCATION

3.1 The Constitution embodies the principles on which the National System of Education is conceived of.

3.2 The concept of a National System of Education implies that, upto a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.

3.3 The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.

3.4 The National System of Education will be used on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential

nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

3.5 India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition. Education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected.

3.6 To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

3.7 Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programmes will also be launched to increase substantially

the translation of books from one language to another and to publish multilingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

3.8 In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit, regardless of his origins. The universal character of universities of other institutions of higher education is to be underscored.

3.9 In the areas of research and development, education in science and technology, special measures will be taken to establish network arrangement between different institutions in the country to pool their resources and participate in projects of national importance.

EVALUATION PROFORMA

Instructions:

Kindly give your reactions to the items listed below on a five point scale 5,4,3,2,1. '5' being used for the highest positive rating and '1' for the least positive rating. Place the rating number of your choice against the lecture theme being rated. This rating is to be used for the following modules, also.

Course Numbers

06 (Non-credit)

Course Title:

India and the World

A. Objectives:

- i. to provide knowledge about India's History, Society, Economy, Culture and the trends of development of the nation.
- ii. to acquaint the trainees with disparities existing throughout the globe and to enable them to make a comparative analysis.

B. Lecture Themes

1. 06.1
2. 06.2
3. 06.4
5. 06.5
6. 06.6
7. 06.7
8. 06.8

C. Any Other Suggestions

EVALUATION PROFORMA

Course Number: 101

Course Title: Women's Education and Development

Does the course fulfil the objectives listed below:

A. Objectives:

- i. to help participants understand the inter-relationships between education, status of women and national development in a comparative perspective.
- ii. to delineate the role of women's studies as a possible social critique and for action in promoting equality, harmony and peace.

B. Lecture Themes Content Presentation Time Allocated

101.1
101.2
101.3
101.4
101.5
101.6
101.7
101.8
101.9
101.10

C. i. Background Material Supplied

- ii. Methodology: lectures, video tapes etc.
- iii. Any other suggestions.

EVALUATION PROFORMA

Course Number 102

Course Title: Education and Socialisation of the Girl Child

Does the Course fulfil the objectives listed below:

A. Objectives

- i. To assess and analyse the developmental pattern of the girl child as a product of health, nutrition, education, social and cultural factors prevalent in society.
- ii. To study socialisation patterns and child rearing practices and their effect on the development of the self-concept and other personality dimensions.
- iii. To identify barriers and formulate relevant positive intervention strategies and action based programmes to raise the overall status and educational level of the girl child.

B. Lecture Theme Content Presentation Time Allocated .

102.1
102.2
102.3
102.4
102.5
102.6 (a)
102.6 (b)
102.6 (c)
102.7
102.8
102.9

C. i. Background Material Supplied

- ii. Methodology: Discussions, lectures, video tapes etc.
- iii. Any other suggestions.

EVALUATION PROFORMA

Course Number • 103

Course Title: Elimination of Sex Bias from Curriculum and Educational Programmes.

Does the Course fulfil the objectives listed below:

A. Objectives

- i. Generate awareness about how sexist bias operates at all levels in the educational system as well as in curriculum development, textbooks, transaction and educational programmes.
- ii. Removal of sexist bias from the content, process and transaction of all types of educational programmes.
- iii. To propose institutional based intervention programmes.

B.	<u>Lecture Themes</u>	<u>Content</u>	<u>Presentation</u>	<u>Time Allocated</u>
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103.1

103.2

103.3

103.4

103.4

103.5

103.6

C. 1. Background material supplied

11. Methodology: Lectures, disussion, video tapes etc.
111. Any other suggestions.

EVALUATION PROFORMA

Course Number 104

Course Title: Qualitative and Quantitative Methods in
Women's Studies.

Does the Course fulfil the objectives listed below:

A. Lecture Themes Content Presentation Time Allocated

104.1

104.2

104.3

104.4

104.5

104.6

104.7

104.8

B. i. Background material supplied

ii. Methodology: Lectures, disussion, video tapes etc.

iii. Any other suggestions.

EVALUATION PROFORMA

Course Number 105

Course Title: Mobilisation of Women and Community

Does the Course fulfil the objectives listed below:

A. Objectives

- i. To understand the history of women's movement.
- ii. To mobilise women and community at all levels.
- iii. To prepare women for action to facilitate the process of universalisation of elementary education.
- iv. Raising the status of girls and women in the community with the help of the community itself.
- v. To promote interaction between and community so that the community accept the changing roles of women.

B. | Lecture Theme | Content | Presentation | Time Allocated | |---------------|---------|--------------|----------------| |---------------|---------|--------------|----------------|

105.1			
105.2			
105.3a			
105.3b			
105.4			
105.5a			
105.5b			

C. i. Background material supplied

- ii. Methodology: Lectures, discussions, video tapes etc.
- iii. Any other suggestions

EVALUATION PROFORMA

Course Number 106

Course Title: Gender Sensitive Project Planning

Does the Course fulfil the objectives listed below:

A. Objectives

1. To acquaint the participants with the concepts and methods of programme and project planning.
- ii. To develop adequate skills in project formulation for women's education and development.
- iii. To sensitize the participants to the need of monitoring and evaluation.

<u>B.</u>	<u>Lecture</u>	<u>Theme</u>	<u>Content</u>	<u>Presentation</u>	<u>Time</u>
<u>Allocated</u>					

106.1
106.2
106.3
106.4

C. 1. Background material supplied

- ii. Methodology: Lectures, discussions, video tapes etc.
- iii. Any other suggestions

EVALUATION PROFORMA

Course Number 107

Course Title: Methodology of Training

Does the Course fulfil the objectives listed below:

A. Objectives

- i. To equip the participants with the knowledge and understanding of the concept, techniques, and methods of training.
- ii. To enable the participants to formulate and put training programmes of women's education and development on the ground.
- iii. Emphasizing the requirements for action research.

B. Lecture Theme Content Presentation Time Allocated

107.1
107.2a
107.2b
107.3
107.4
107.5

- C. i. Background material supplied
- ii. Methodology: Lectures, discussions, video tapes etc.
 - iii. Any other suggestions

EVALUATION PROFORMA

Course Number 108

Course Title: Legal Literacy

Does the Course fulfil the objectives listed below:

A. Objectives

- i. To equip participants with the knowledge about laws on women and girls in India.
- ii. To enable the participants to promote legal literacy through their institutional programmes.

B. Lecture Theme Content Presentation Time Allocated

108.1
108.2
108.3
108.4
108.5
108.6

C. i. Background material supplied

- ii. Methodology: Transaction of Legal Literacy Manual in a workshop mode
- iii. Any other suggestions